Title: HOW DO WE JOURNEY TO NEW LIFE DURING LENT?

Strand: SCRIPTURE:
Word of God, alive and active, Foundational story of Christianity.

Suggested Duration: 6 weeks

Unit Focus
In this unit students are given the opportunity to discover ways to use their gifts and talents to serve others during Lent as a preparation for Easter. Students will explore experiences of ‘death’ and ‘new life’ in their lives and how this is related to the Church’s celebration of the Easter season.

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

Explore ways in which scriptural texts apply to their own experiences and are used in prayer and worship.

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

1. Recognise Lent as a time of using our unique gifts and talents to serve.
2. Identify how parables challenge us to use our gifts for others.
3. Identify times when individuals experience ‘loss’ and ‘new life’.
4. Identify key symbols, actions and prayers of the Mass that express our faith as a Catholic community in the risen Lord.

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>3. Jesus is the Son of God and shows us the way God wants us to live.</td>
<td>561</td>
</tr>
<tr>
<td>Church</td>
<td>2. The Church celebrates Jesus’ life, death and resurrection in many feasts and seasons of the liturgical year.</td>
<td>1168</td>
</tr>
<tr>
<td>Scripture</td>
<td>1. The Scriptures are intended to make us think about and reflect on our lives.</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>2. The Gospels teach us about the life and love of Jesus.</td>
<td>515, 125</td>
</tr>
<tr>
<td></td>
<td>4. In our prayer and worship we listen to the Scriptures.</td>
<td>2653, 2654</td>
</tr>
<tr>
<td>Christian Life</td>
<td>1. Jesus challenges us to follow his teachings and example.</td>
<td>519</td>
</tr>
<tr>
<td>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>
</tr>
</tbody>
</table>

Key Understandings for Students
- Lent begins with Ash Wednesday and is a preparation time for Easter.
- We share our gifts with others by being generous to them.
- We have many gifts and talents and Jesus asks us to share them.
- Jesus reached out to others by sharing the gift of himself and his way of life.
- Jesus celebrated the Passover with his disciples at the Last Supper. He washed the disciples’ feet to show us how to serve others.
- Jesus willingly shared the gift of himself when he died on the cross on Good Friday.
- As Christians we believe that death is not the end but the beginning of a new way of being, or new life.
- At every Mass we celebrate Jesus’ passing from death to new life.
Curriculum Links - VELS

Victorian Essential Learning Standards
The unit *How Do We Journey To New Life During Lent* 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working In Teams</td>
<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>
</tr>
<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. They describe the benefits of action at the local level and the democratic aspects of the process. They participate in activities to protect and care for the natural and built environment.”</td>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications Technology</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>
</tr>
<tr>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td>Thinking</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>
</tr>
</tbody>
</table>
Creativity - “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.”

Reflection, evaluation and meta-cognition - “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."

<table>
<thead>
<tr>
<th>Curriculum Framework Context</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lent</td>
<td>How Do We Journey to New Life in Lent?</td>
<td>How Can Lent Transform our Lives?</td>
<td>The Risen Christ</td>
</tr>
<tr>
<td>Easter</td>
<td>How Do We Prepare for Easter?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Context

From Prep students have gradually become increasingly familiar with the events surrounding the death and resurrection of Jesus. They have already participated in various class and school liturgies and prayer services celebrating aspects of the paschal mystery. Some students may have celebrated the Easter Vigil with their families. Although their ability to understand different levels of meaning is developing it is important to remember that some students are still very literal in their thinking.

Students may have experienced a sense of loss in their lives as felt by the apostles. They may have experienced the death of a pet, relative, family friend or even a member of the class or school community. They may have some relatives or friends who may have moved to another country or state and may feel the loss of their presence in their lives.

Theological Background for Teachers

- The name of the first day of Lent, Ash Wednesday, comes from the old custom of blessing ashes and marking the forehead of the people with ashes on this day. The ashes are prepared by burning palms from the preceding Palm Sunday. The idea comes from the Old Testament times, when mourners or penitents clothed themselves in sackcloth and sprinkled their hands and faces with dust or ashes. (Jon 3)

- As a season Lent was originally a period of preparation for Easter baptism. During this time of instruction the catechumens fasted and prayed. The climax came in an all-night vigil of Easter Evening with Baptism and Confirmation and the celebration of Christ’s Resurrection.

- The duration of Lent has varied greatly during the Church’s history. Lent now begins on Ash Wednesday and continues for forty days. The forty weekdays of Lent represent the period that Jesus spent in the wilderness during his temptation. During Lent we are called to confront ourselves honestly, to remind ourselves as humans we are fragile and that we are not the source of our own salvation. To receive the blessing and liberation that God constantly offers us, we need to accept our human condition with the humility and trust of Jesus in the desert. Thus Lent’s liturgical colour, purple, symbolises awareness of sin and readiness of conversion.

- Today, less emphasis is placed on fasting and more on penance involving prayer and charitable works.

- Holy Week begins on Palm Sunday (6th Sunday in Lent) and comprises the last seven days before Easter. On Palm Sunday, the Passion that is the story of Jesus’ suffering is read. The Gospel includes the agony in Gethsemane, the betrayal and arrest, the hearings before the high priest and Herod, the trial under Pontius Pilate, the scourging and mocking of Jesus by the soldiers, carrying the cross to Calvary, and the execution and death of Jesus.

- The Last Supper on Holy Thursday evening was a special meal. Whether originally a Passover meal or perhaps a farewell meal, it was celebrated with a view to the coming of the Kingdom of God. By giving the bread and wine as his flesh and blood, Jesus gave his disciples a share in the power of his death to make atonement and to establish a new Covenant.
The Good Friday liturgy recalls the death of the suffering messiah. The celebration of the Passion in the afternoon at about three o’clock has remained substantially unchanged for more than a thousand years. The Liturgy of the Word includes the reading of the Passion (from the Gospel of John) and the General Intercessions. This is followed by the adoration of the Cross, and the celebration concludes with Holy Communion.

The Easter Vigil is the high point of the liturgical year. The three ceremonies of Holy Thursday, Good Friday and the Easter Vigil form the Easter Triduum and are to be seen together as one liturgical celebration.

Easter tide includes the whole period of fifty days starting with the Easter Vigil and concluding at Pentecost. It commemorates Jesus’ Resurrection, the Ascension and the coming of the Holy Spirit.

Christian faith in Christ’s death and resurrection gives a rich meaning to the experiences of our life. Our faith provides the lens through which we view creation and human experience. That lens is the person, life, death and resurrection of Jesus.

‘At every Mass the community of believers commemorates and celebrates Jesus’ Passover from death to new life. The Eucharist is the memorial of Christ’s Passover, the making present and the sacramental offering of his unique sacrifice, in the liturgy of the Church which is his Body. In all the Eucharistic prayers we find after the words of institution a prayer called the anamnesis or memorial (CCC #1362), for example Christ has died, Christ is risen, Christ will come again.

The Paschal mystery has two aspects: by his death Christ liberates us from sin; by his Resurrection, he opens for us the way to a new life, this new life is above all justification that reinstates us in God’s grace, “so that as Christ was raised from the dead by the glory of the Father, we too might walk in newness of life.” (CCC #654)

Scripture

Teacher References (NRSV)

Ex 12:15-17
Seven days you shall eat unleavened bread; on the first day you shall remove leaven from your houses, for whoever eats leavened bread from the first day until the seventh day shall be cut off from Israel. On the first day you shall hold a solemn assembly and on the seventh day a solemn assembly; no work shall be done on those days; only what everyone must eat, that alone may be prepared by you. You shall observe the festival of unleavened bread, for on this very day I brought your companies out of the land of Egypt: you shall observe this day throughout your generations as a perpetual ordinance.

1 Cor 11:23-26 The Institution of the Lord’s Supper
For I received from the Lord what I also handed on to you, that the Lord Jesus on the night when he was betrayed took a loaf of bread, and when he had given thanks, he broke it and said, “This is my body that is for you. Do this in remembrance of me.” In the same way he took the cup also, after supper, saying, “This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me.” For as often as you eat this bread and drink the cup, you proclaim the Lord’s death until he comes.

Student References (CEV)

Mt 25:14-29 The Parable of the Talents
“For it is as if a man, going on a journey, summoned his slaves and entrusted his property to them; to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. The one who had received the five talents went off at once and traded with them, and made five more talents. In the same way, the one who had the two talents made two more talents. But the one who had received the one talent went off and dug a hole in the ground and hid his master’s money. After a long time the master of those slaves came and settled accounts with them. Then the one who had received the five talents came forward, bringing five more talents, saying, ‘Master, you handed over to me five talents; see, I have made five more talents.’ His master said to him, ‘Well done, good and trustworthy slave; you have been
trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.’ And the one with the two talents also came forward, saying, ‘Master, you handed over to me two talents; see, I have made two more talents.’ His master said to him, ‘Well done, good and trustworthy slave; you have been trustworthy in a few things. I will put you in charge of many things; enter into the joy of your master.’ Then the one who had received the one talent also came forward, saying, ‘Master, I knew that you were a harsh man, reaping where you did not sow, and gathering where you did not scatter seed; so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.’ But his master replied, ‘You wicked and lazy slave! You knew, did you that I reap where I did not sow, and gather where I did not scatter? Then you ought to have invested my money with the bankers, and on my return I would have received what was my own with interest. So take the talent from him, and give it to the one with the ten talents. For to all those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away.’"

Lk 13:6-9 The Parable of the Barren Fig Tree
Then he told this parable: “A man had a fig tree planted in his vineyard; and he came looking for fruit on it and found none. So he said to the gardener, ‘See here! For three years I have come looking for fruit on this fig tree, and still I find none. Cut it down! Why should it be wasting the soil?’ He replied, ‘Sir, let it alone for one more year, until I dig around it and put manure on it. If it bears fruit next year, well and good; but if not, you can cut it down.’"

Jn 13:5-9 Jesus Washes the Disciples’ Feet
Then he poured water into a basin and began to wash the disciples’ feet and to wipe them with the towel that was tied around him. He came to Simon Peter, who said to him, “Lord, are you going to wash my feet?” Jesus answered, “You do not know now what I am doing, but later you will understand.” Peter said to him, “You will never wash my feet.” Jesus answered, “Unless I wash you, you have no share with me.” Simon Peter said to him, “Lord, not my feet only but also my hands and my head!”

Suggested Assessment Tasks

Assessment tasks for this unit may include:

Outcome 1 Recognise Lent as a time of using our unique gifts and talents to serve.
- List five ways that Christians can use their unique gifts and talents to serve others during Lent.

Outcome 2 Identify how parables challenge us to use our gifts for others.
- Students explain what a parable is, name a particular parable and describe the underlying message.

Outcome 3 Identify times when individuals experience ‘loss’ and ‘new life’.
- Sort a collection of photo images/pictures into two groups, times of loss and times of new life.

Outcome 4 Identify key symbols, actions and prayers of the Mass that express our faith as a Catholic community in the risen Lord.
- From a list of words associated with the Mass place them under their appropriate heading. (Key Symbols, Actions and Prayers of the Mass)

N.B: Outcomes 2, 3 and 4 lend themselves to reporting in the dimension of Knowledge and Understanding.

Suggested Teaching & Learning Experiences

Focusing Activity

View the video The Selfish Giant or read the book. Discuss attitudes and behaviours that stand in the way of our becoming more loving people.

- After viewing the DVD or reading the book of the Selfish Giant create a T-Chart with the heading “Before and After”. Students identify key moments in the story that changed the behaviours and attitude of the giant.
- After viewing the DVD or reading the book of the Selfish Giant students discuss and write about what the story is really about and what message it is trying to communicate to us today. Students could then write their own book review detailing the story and the message.
- KWL chart about Lent - what we know, what we want to find out, what we've learnt. (refer to icon in Planning Tool)

- Create a wall chart, gathering grid or retrieval chart on the students' new understandings of Lent

- Introduce a liturgical calendar and find the Season of Lent. Ask students to identify the first day of Lent, Ash Wednesday. In groups design and create their own calendar of the Liturgical year.

- Prepare students to celebrate Ash Wednesday by discussing the ashes and their meaning.

- Students learn and sing Mangan, M. Out of Ashes and Turn Back To God, from Renew and Rejoice


- Read the story "Lifetimes" by Robert Ingpen. Pick a section that most interested you and explain why?

- Give students the opportunity to reflect on concepts such as beginnings, good times, struggles, pain, loss, death and new life. Write a prayer / reflection.

- Read and discuss The Parable of the Barren Fig Tree (Lk 13: 6-9) and then view the video The Fig Tree. Discuss the fact that we all have talents and it is our responsibility to use them well.

- Read Jn 13: 5-9 Jesus washes the disciples’ feet. Hot Seat activity. Students have a couple of minutes to write down a question and then proceed to interview the person in the Hot Seat, for example "How did you feel when……."; "Why did you……." (refer to icon in Planning Tool)

- After reading Jn 13: 5-9 students form Liquid Pictures or perform an Echo Prayer (Wintour, R. 2002, Just imagine 2 pp. 50-51) to deepen their understanding of Jesus’ actions.

- Students collect newspaper clippings and magazine stories that illustrate people reaching out and serving others in the community.

- Using the digital camera create a photo gallery with appropriate text depicting scenes in the playground of people using the giftedness in the service of others.

- Students create a symbol or shape that describes a time when they used their talents to reach out to others.

- Mt 25:14-29 To PREPARE TO HEAR the Word – in Galilee in Jesus day people were treated unfairly, they were being forced off their land to become tenant farmers or day labourers. This parable is not an illustration of the Kingdom. It deals with the question of how we need to use our talents to be honest and fair in the way we treat one another.

- Mt 25:14-29 To ENCOUNTER the Word after reading the text from the Bible, students read Wintour, R. Creative Reflection Sacred Celebrations for Ordinary Time Year A p 136

- Mt 25:14-29 To ENCOUNTER the Word after reading the text from the Bible, students participate in Frozen statues – groups of students portray a section of the parable as it is reread by the teacher. (refer to icon in Planning Tool)

- Mt 25:14-29 To RESPOND to the Word – Cut out a gift tag for each student. Ask them to write their name on one side of the tag and one special talent or service they will offer someone during the week.

- Mt 25:14-29 To RESPOND to the Word - Working in groups, students complete posters that express how they can use their gifts to reach out to others in friendship and service during Lent.
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 and follow links to Resource Centre.