

Year 9 Unit 2a: Key Church Teachings

Standards

By the end of this unit it is intended that students:

- appreciate the relevance of the Church's teachings to their lives
- identify key teachings of the Catholic Church, especially those found in the Nicene Creed
- use religious language in relation to beliefs and practices of the Catholic Church.

Indicators of Learning

| | Values and Attitudes | Knowledge | Skills |
|---|---|--|---|
| | <i>It is intended that students will be able to:</i> | | |
| 1 | evaluate the purpose of a credal statement | describe the differences between personal and community belief | recall the Nicene Creed |
| 2 | share reflections on teachings relating to God the Creator/Father | locate and examine statements within the Nicene Creed relating to God the Creator/Father | classify the key beliefs of the Nicene Creed |
| 3 | explore Catholic beliefs about the nature of Jesus and his life, death and resurrection | outline beliefs expressed in the Nicene Creed about the nature of Jesus and his life, death and resurrection | identify titles used to describe Jesus in the Creed |
| 4 | suggest ways in which the Holy Spirit is alive and active in today's world | describe Catholic belief about the Holy Spirit working in the Church | illustrate and explain the symbols commonly used to represent the Holy Spirit |
| 5 | discuss the connection between the Nicene Creed and mission in the contemporary Church. | find links between beliefs expressed in the Nicene Creed and questions asked in today's world. | use religious terminology associated with the Nicene Creed |

Spiritual Reflection for Teachers

Scripture and Tradition play key roles in the life of the Church as they assist in making known the person of Jesus Christ. Sacred Scripture holds the stories of the Christian experience of God and God's encounter with his covenant people. The living tradition of the Church interprets the Scriptures and assists the development of doctrine over the whole period of Church history. As a whole, the key teachings form a vast body of beliefs and practices; they can seem overwhelming. The four principal aspects, however, are:

- The Nicene Creed: what the Church believes
- The Sacraments: what the Church celebrates
- The Commandments and Beatitudes: what the Church lives
- The Our Father: what the Church prays

Think about each of these:

What do you know about each?

What can you teach your students about each?

Links with Students' Life Experience

Relevance to life questions of students

- Study of key Church teachings, and the beliefs contained in the Nicene Creed, should always be done at the level of understanding of the students. The concepts are difficult, and students are not expected to have adult understandings of these concepts.
- Teaching strategies should draw on students' own experience and level of interpretation.
- The ideas in the Creed are formalised and ritualised answers to profound questions – but they are questions asked in all human societies, throughout all of human history. One approach might be to simplify the credal ideas by relating them to the basic questions to which they respond. In this way, they will have more relevance to the life experience and life questions of the student.

The Church's Teaching and Lived Tradition

The Creed as an expression of faith and catechetical

- The Nicene Creed is a summary of basic beliefs held by the Catholic Church, and is used in Sunday liturgies. The Apostles' Creed is an ancient baptismal creed, but the basic confession of beliefs is the same. The creeds are confessional (expressions of personal faith), and catechetical (used for teaching).
- The creeds were first developed by the Church as concise summaries of essential elements of faith. They were intended primarily for people about to undergo Baptism. While the Nicene Creed is still used as a summary of dogma, it is also an important part of liturgy, and an expression of Christian identity. As Christians express the credal beliefs which they hold in common, they are expressing their unity as a community of common faith.
- The Nicene Creed has great ecumenical value as it is used by all the major Christian denominations.
- When discussing images of God, avoid the incorrect descriptions of the Old Testament's God as a god of anger, contrasted with the Christian God of love. This is a gross distortion of Jewish teaching on the nature of God, which presents God as a loving and compassionate father/creator.

Catechism of the Catholic Church

Profession of the Christian Faith

In preparation for the teaching of this unit the following references are recommended:

Part One, Section Two: The Profession of the Christian Faith

185–197 **The Creeds**

Part One, Section Two: The Profession of the Christian Faith Chapters 1, 2 & 3

190 And so the Creed is divided into three parts: the first part speaks of the first divine Person and the wonderful work of creation; the next speaks of the second divine Person and the mystery of his redemption of the world; the final part speaks of the third divine Person, the origin and source of our sanctification ...

197 As on the day of our Baptism, when our whole life was entrusted to the 'standard of teaching', let us embrace the Creed of our life-giving faith. To say the Credo with faith is to enter into communion with God, Father, Son and Holy Spirit, and also with the whole Church which transmits the faith to us and in whose midst we believe ...

198–421 **I Believe in God the Father**

422–682 **I Believe in Jesus Christ**

683–1065 **I Believe in the Holy Spirit**

Explanation of Scripture used in this unit

- The Creed is similar to the Jewish Shema (Deuteronomy 6:4) in that it is both a statement of basic beliefs, and a song of praise commonly used in personal and communal prayer.
- A selection of scriptural references might include:
 - Mark 10:45 (salvation)
 - Synoptic Gospels for details of the life, death and resurrection of Jesus Christ
 - John 3:17 (salvation); 14:6–7 (relationship of Father and Son); 4:14 (eternal life)
 - 1 Corinthians 15:3–4 (basic credal statement about the resurrection by Paul); 13:12 (heaven)
 - 2 Corinthians 13:13, Matthew 28:19 (Trinity)
 - Philippians 2:5–11 (the Christological creed)
 - Hebrews 4:15 (human nature of Jesus)
 - Romans 8:34 (Jesus seated at the right hand of the Father – sharing in the power and authority of the Father).

Genesis 2 *God, the Creator* (Indicator 2 and Possible Assessment Task)

This is the second creation account. God is master of time and creates a day set aside for himself, the Sabbath. It is a day of rest, though 'rest' in this story does not imply relaxation; it means equilibrium or stability – this is the divine purpose of the Sabbath. God has created a cosmos in Genesis 1. Since he resides in this cosmos, it is in effect his temple. The people he will create (Adam and Eve) will live in this temple/sanctuary.

God creates a garden. At its centre is a tree, which marks a limit beyond which the first people cannot go. It is not an unfair temptation placed there by God, but points us to the fact that human beings must live within a network of limits if they are to live in harmony. God creates human beings – two of them, since people will only thrive within a community. The woman is 'one who helps Adam' – there is no indication in the text that she has either a dominant or subordinate status. She is fashioned from a rib-bone of Adam; Jewish writers point out that man is thereafter incomplete unless woman is with him. The Hebrew and English words for man and woman are etymologically similar; the creatures they describe come from the same stock, and belong together. Tending God's garden is the primary function of man and woman in Genesis 2.

Philippians 2:5–11 *God, the Son* (Indicator 3)

Paul wrote letters to the community of Philippi in the latter half of the fifties AD. Philippi was a major town in the Roman province of Macedonia. Women seem to have played a leading role in the community of Philippi: Lydia, Acts 16:14–15, 40; and Euodia and Syntyche, Philippians 4:2–3.

The verses here seem to be an early Christian hymn about Jesus. The language is different from Paul's usual style, and many suggest it may originally have been in Aramaic. Aramaic was the language Jesus spoke, but Paul wrote in Greek. So what we have here could be a translation of a hymn from Aramaic to Greek. We cannot be sure.

This text is best seen as an exhortation for the community to be humble as Jesus was. Paul begins with the words 'In your minds you must be the same as Christ Jesus' (2:5). He does not expect us to assume we are divine. Instead, this hymn emphasises the humanity of Jesus, who endured death, even 'death on a cross' (2:8). Crucifixion was the form of execution reserved for slaves and those who had forfeited their civic rights. These verses emphasise the reality of Jesus' humanity. The beauty and mystery of the incarnation is Jesus becoming one with us.

John 14:15–17, 23–26 *God, the Holy Spirit* (Indicator 4)

The setting of these verses is the Last Supper discourse – the last words of Jesus as recorded in John's Gospel. The other Gospels do not have anything like these parting long speeches of Jesus. The promise of Jesus to ask the Father for another Advocate (the Greek word *paracletos* means helper, comforter, encourager) is taken as fulfilled. This comforter is with them, and us, forever.

This is the meaning of Confirmation – a confirming of the grace of Baptism. The Spirit of God is advocating for us, is on our side, and will teach us and remind us of Jesus' message. This reflects what the early community of the Gospel had to do. They needed to remember Jesus' words as well as teach them. The passage here gives us an insight into the life of the group from which the Gospel of John emerged.

The Gospel of John has many long discourses like these, where Jesus reflects on himself and his mission. Such a literary style is very different from the other three Gospels (Mark, Matthew, Luke) in which Jesus has little to say about himself. So much is offered to us in these few verses, to help us to act with courage.

Year 9 Unit 2a: Key Church Teachings

STANDARDS

By the end of this unit it is intended that students:

- appreciate the relevance of the Church's teachings to their lives
- identify key teachings of the Catholic Church, especially those found in the Nicene Creed
- use religious language in relation to beliefs and practices of the Catholic Church..

| Indicators of Learning (incorporating Values, Knowledge and Skills) | Essential Reading for Teachers | Suggested Learning/Teaching Strategies | Possible Assessment |
|---|---|--|--|
| <p>I.</p> <p>It is intended that students will be able to:</p> <p>V evaluate the purpose of a credal statement</p> <p>K describe the differences between personal and community belief</p> <p>S recall the Nicene Creed.</p> | <p>Study of the Nicene Creed could be approached in a number of ways:</p> <ul style="list-style-type: none"> • by breaking the Creed into sections, and exploring the ideas contained within each section, step by step, or • by defining the major questions that religion asks, and exploring the answers that the Nicene Creed gives to these questions, or • by drawing out the major aspects of Catholicism contained in the Creed, and exploring these ideas. <p>The basic ideas contained in the Creed include:</p> <ul style="list-style-type: none"> • the nature of belief, what it means to say 'we believe', the existence of God, the nature of God • creation of the universe and all that is in it • the incarnation, and the death and resurrection of Jesus Christ - its significance • the Trinity: God the Father, Jesus Christ and the Holy Spirit | <ul style="list-style-type: none"> • Provide a range of examples of Credal statements e.g. Listen to Lenny Kravitz's, 'Believe'; Savage Garden's 'I Believe', Martin Luther King's speech. Make a list of the belief statements contained within. • Class Discussion, Why are belief statements important? • Have students complete a mindmap of things they believe in why they believe in them and what the impact of that belief, e.g. family, why do I believe in my family and consequences, i.e. how do I contribute to the life of my family. • Students put a heading 'I believe in ...' and then write a series of personal beliefs. They rank them in order of importance, and discuss with a partner. They join with another pair to determine 5 belief statements all can agree upon, and publish these in the classroom. Use KWL p. 94 as a stimulus. Show part of 'A Walk to Remember' and explore some of the belief issues that emerge when a young person is faced with death and loss. | <p>Self/Peer Assessment</p> <p>Students reflect on and share their own personal belief statements in a group situation.</p> <p>Peer Assessment</p> <p>In groups students check the order of the words of the Nicene Creed.</p> <p>Teacher Assessment</p> <p>Teacher marks report on the Nicene Council and Arianism</p> |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> the idea of salvation and human destiny what the Church is, why it is, and what its mission is the 'kingdom of God' – how is it achieved? | <ul style="list-style-type: none"> Choose a current world experience and explore how the community ritualises (celebrates or mourns) the experience (e.g. Anzac Day, death in Iraq; Tsunami, Pope John Paul II's funeral). Events will arise which become teachable moments and remind us of the on-going quest to make sense of life. Refer back to students' mindmap and explore the difference between personal and communal beliefs. Have students write a paragraph which explores their understanding. Group Work: Have the text of the Nicene Creed typed up and cut into strips, place in an envelope so that all small groups have a copy. Students then unscramble the Nicene Creed. When it is complete and has been checked on KWL p. 100, students copy it into their workbooks. Retell the story; create a timeline or flow chart to show the background to the Council of Nicea in 325 AD. Diagram activity on characteristics of religion. See Task 1 at the end of this unit. Brainstorm what the Catholics believe about God, Jesus the Church and life after death. Compare and contrast with the Nicene Creed. | |
| <p>2.</p> <p><i>It is intended that students will be able to:</i></p> <p>V share reflections on teachings relating to God the Creator/Father</p> <p>K locate and examine statements within the Nicene Creed relating to God the Creator/Father</p> | <p>Questions which could be addressed include:</p> <ul style="list-style-type: none"> the nature of belief – why do we express beliefs? Why do we have group beliefs? the existence of God – is there a source for everything that exists in the universe? What is the origin of the universe? Why do humans in all cultures seek to know the divine in some form, and to have contact with God? Is there a continuation of life in some form after we die? What is the significance of resurrection? | <p>Teacher Assessment</p> <p>Teacher marks activity that categorises the Creed into component parts.</p> <p>Peer Assessment</p> <p>Students share their picture books about the Nicene Creed. If possible students could take them to a Year 2–3 primary school for viewing.</p> |

| | | | |
|--|---|---|---|
| <p>S classify the key beliefs of the Nicene Creed.</p> | <ul style="list-style-type: none"> – What is good? What is evil? Why does evil exist? Why does evil seem sometimes to triumph? Why does suffering exist? – What is the purpose of life? <p>Each of these questions can be examined in the light of the Nicene Creed and the answers that Catholicism gives to them.</p> <p>The Creed makes statements of belief about:</p> <p>God the Father and Creator, who is</p> <ul style="list-style-type: none"> – present (within all things which exist in the universe) sustaining them and – transcendent (existing and beyond and outside of all things in the universe), and – has created people in the image of the creative God; this could tap into exploration of images of God. | <ul style="list-style-type: none"> • Explore the Creed through the key areas: 5.4 to 5.11 on KWL pp. 101–116. • Our understanding about God KWL p. 102: In this task students respond to an artwork suggesting the mystery of God. Present the concepts that God is ‘mysterious and unique’. • Find an artwork that expresses your understanding of the mystery of God. Make a copy of the image and write a short response sharing your insights. • KWL p. 103: Use a variety of word images to describe the mystery of God. | <p>Self-assessment</p> <p>Students present an artwork that expresses their understanding of the mystery of God. They write a short response explaining why they chose this artwork and what it says to them about the nature of God.</p> |
| <p>3.</p> <p>It is intended that students will be able to:</p> <p>V explore Catholic beliefs about the nature of Jesus and his life, death and resurrection</p> <p>K outline beliefs expressed in the Nicene Creed about the nature of Jesus and his life, death and resurrection</p> <p>S identify titles used to describe Jesus in the Creed.</p> | <p>Jesus – his full humanity and divinity</p> <p><i>Central beliefs include:</i></p> <ul style="list-style-type: none"> • the incarnation: <ul style="list-style-type: none"> – the idea that God became fully man – Jesus as both human and divine. • salvation and the kingdom of God: <ul style="list-style-type: none"> – Jesus, in what he taught and did, shows a model of life which, if put into practice, would allow us to achieve an ideal world. – the kingdom of God. What is an ideal world? How do we achieve it? It is God’s plan for the fulfilment of the world. • Jesus was born to a human woman in an unprecedented way: <ul style="list-style-type: none"> – born of the Virgin Mary by the power of the Holy Spirit (see also Year 9, Unit 4b, on Mary). | <ul style="list-style-type: none"> • Choose one of the following two activities: • Our knowledge and understanding of Jesus – activities on KWL pp. 106–7: Jigsaw activity on the life of Jesus; Have students prepare a ‘This is your life’ on Jesus Christ. Construct a game like trivial pursuit using the statements of the Creed. • Refer KWL p. 109 and create a jigsaw of the names of Jesus used in the Creed. Each piece to contain the name and choose one scriptural quote explaining why this quote was chosen. | <p>Teacher Assessment</p> <p>Observe Trivial Pursuit game or Jigsaw.</p> |

| | | | |
|---|--|--|--|
| <p>4.</p> <p>It is intended that students will be able to:</p> <p>V suggest ways in which the Holy Spirit is alive and active in today's world</p> <p>K describe Catholic belief about the Holy Spirit working in the Church</p> <p>S illustrate and explain the symbols commonly used to represent the Holy Spirit.</p> | <ul style="list-style-type: none"> Jesus triumphed over death, which is the common destiny of all human beings, and was raised from the dead; aspects for examination include: <ul style="list-style-type: none"> – the resurrection narratives in Scripture. – the effect of the risen Christ on the people who had known him. – the link between the resurrection of Jesus and the immortality of the soul and life everlasting. <p>The Holy Spirit</p> <p><i>Central beliefs include:</i></p> <ul style="list-style-type: none"> the Holy Spirit acts as a guide, as we make decisions and choices. as the giver of life the Holy Spirit is associated with the breath of God which moves over the void (Genesis 2:2) and is breathed into humanity at its creation (Genesis 2:7). the Holy Spirit is the living memory of the mighty deeds of Jesus (John 14:26). the Holy Spirit is the source of inspiration within human beings to find their full humanity. the idea of the Trinity: the three Persons, the Father, Jesus Christ and the Holy Spirit are necessary to a full image of who God is; while each of them is distinct, together they form the full image of the one God. | <ul style="list-style-type: none"> Refer to KWL p. 112 and develop a dramatisation based on the gifts of the Holy Spirit. Students can present them to the class as a drama, art or oral presentation. Have students write a song about the gifts of the Holy Spirit which shows their interpretation of how these gifts are evident in our world today. Journal writing: St Paul says that the fruits of the Holy Spirit are: love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control. Write a personal reflection about which of these you need to work on at this time in your life. What steps can you take to do this? Design an altar cloth that depicts commonly used symbols for the Holy Spirit. An alternative could be to create one showing traditional images of Father, Son and Holy Spirit combined. Related Scripture can be found in John 14:16–17, 26. Complete activity on the Trinity KWL p. 114, developing another symbol for the Trinity. Do a computer search for representations of the Trinity and have students choose their favourite image. Dictogloss activity KWL p. 114: A Summary of the Trinity in Catholic Belief. | <p>Teacher and/or Peer and/or Student Assessment</p> <p>Students present dramatisations of the gifts of the Holy Spirit and provide criteria for self-assessment.</p> <p>Peer Assessment</p> <p>In pairs, students check their Dictogloss and discuss meaning.</p> <p>Self-assessment</p> <p>Journal/Reflection on the fruits of the Holy Spirit.</p> |
|---|--|--|--|

| | | |
|---|---|--|
| <p>5. It is intended that students will be able to:</p> <p>V discuss the connection between the Nicene Creed and mission in the contemporary Church</p> <p>K find links between beliefs expressed in the Nicene Creed and questions asked in today's world</p> <p>S use religious terminology associated with the Nicene Creed.</p> | <p>The Church Aspects for study include:</p> <ul style="list-style-type: none"> its nature, different models of Church, the local and the universal Church – the members of the Church as people of common faith. its mission in the modern world (<i>Decree on the Church's Missionary Activity, Ad Gentes Divinitus</i>, n 2: The Church is missionary by its very nature). crosslink to Year 10 Unit, 3a, Major Christian Denominations. an exploration of how each of the members of the Trinity is expressed by the Church in today's world. Baptism and the forgiveness of sins: a springboard for reference to the sacraments. the 'communion of saints': we are the one family of God: all those who are living, those who have already lived and died, and those who are yet to be born. life everlasting: the kingdom, and Christian hope in the future. | <p>Teacher Assessment</p> <p>Observation of students listing similarities and differences of the Apostles' Creed and the Nicene Creed.</p> <p>Peer Assessment</p> <p>Students complete each other's crossword on The Nicene Creed.</p> |
| <p>• Discussion. The Church of the future - what will it be like? How are the teachings of the Creed relevant to today's world?</p> <p>• Do an acrostic poem based on the words CREED and COMMUNITY to demonstrate the connection between belief and how Catholics enact their beliefs.</p> <p>• Students debate or make an oral presentation about the relationship between Church and community in the future.</p> <p>• Place copies of the Apostles' Creed and the Nicene Creed KWL p. 288 side by side. Use different coloured highlighters to identify the similarities and differences.</p> <p>• Using a basic Crossword maker, students write the clues for the following concepts associated with The Nicene Creed, using as many of the words as they can: Creator, omnipotent, omniscient, immanent, transcendent, eternal, begotten, incarnate, salvation, resurrection, ascension, catholic, apostolic, paraclete.</p> <p>Students print off their own crossword blanks/clues and complete another student's crossword.</p> <p>• Class Forum and Written Response – Links between the Creed and questions people ask (see end of this unit).</p> <p>• Prayer and Liturgy based on the Nicene Creed, see end of this unit.</p> | <p>• Discussion. The Church of the future - what will it be like? How are the teachings of the Creed relevant to today's world?</p> <p>• Do an acrostic poem based on the words CREED and COMMUNITY to demonstrate the connection between belief and how Catholics enact their beliefs.</p> <p>• Students debate or make an oral presentation about the relationship between Church and community in the future.</p> <p>• Place copies of the Apostles' Creed and the Nicene Creed KWL p. 288 side by side. Use different coloured highlighters to identify the similarities and differences.</p> <p>• Using a basic Crossword maker, students write the clues for the following concepts associated with The Nicene Creed, using as many of the words as they can: Creator, omnipotent, omniscient, immanent, transcendent, eternal, begotten, incarnate, salvation, resurrection, ascension, catholic, apostolic, paraclete.</p> <p>Students print off their own crossword blanks/clues and complete another student's crossword.</p> <p>• Class Forum and Written Response – Links between the Creed and questions people ask (see end of this unit).</p> <p>• Prayer and Liturgy based on the Nicene Creed, see end of this unit.</p> | <p>Teacher Assessment</p> <p>Observation of students listing similarities and differences of the Apostles' Creed and the Nicene Creed.</p> <p>Peer Assessment</p> <p>Students complete each other's crossword on The Nicene Creed.</p> |

Celebration: Prayer and Liturgy

As a result of this unit students will be familiar with the content of the Nicene Creed. The purpose of this liturgy is to further internalise the meaning of the Creed in their faith life. The setting of the liturgical space should reflect the belief that the Church exists in the unity of the Father, Son and Holy Spirit. Emphasise particular symbols that reflect this. Icons are also a means of focusing prayer on the centrality of the Blessed Trinity.

Suggested celebration based on The Nicene Creed and John 14:23–26

Preparation: Incense has traditionally been used as a symbol of our prayers rising to God (see Psalm 141). Prepare a series of bowls filled with incense sticks standing in sand for students to light at the commencement of the liturgy. Provide tapers that can be lit from a central candle. Explain the process of lighting the incense prior to the prayer.

Gathering Hymn

'We Believe', Christopher Walker, in As One Voice Volume 1

Leader: Loving God, we come to you with the prayers, the joys and sorrows, the fears and doubts of our lives. Just as the smoke and fragrance of the incense that we are about to light ascends in this room, we know that you are waiting to receive the prayers that we offer to you today.

Model the process of lighting the incense. As you light the incense say:

Let my prayer rise before you.

Invite students to make this response when they light their incense. Play some quiet music at this time.

In the symbol of this incense we see our prayers rise to God. In the Word that we are about to hear we are reminded of Jesus' promise that God is always present with us.

The Word: *John 14:23–26 is proclaimed by a well-prepared student.*

Student: Jesus, you remind me that God created me in love and for love.

Response: **Lord, I believe. Help my unbelief** (see Mk 9:24)

You have made your home in me. **Response**

For my sake you suffered and died on the cross. **Response**

On the third day you rose so that I too could receive eternal life. **Response**

You promised that I would not be alone, that the Holy Spirit is present in my life to guide and encourage me. **Response**

You welcome me as a member of your family, the Church. **Response**

You ask me to help make your message known in the world. **Response**

As members of the Church we join together in the Spirit saying:

All: **Glory be to the Father, and to the Son, and to the Holy Spirit.
As it was in the beginning is now, and will be forever. Amen.**

As the Nicene Creed celebrates the communal nature of the Church, it would be appropriate to celebrate with a shared morning tea or similar experience.

Possible Assessment Tasks

Task 1: Diagram – Belief as one of the characteristics of religion

PURPOSE

To enable students to gain a fuller understanding of the 8 characteristics of religion and beliefs of the Catholic faith.

ACTIVITY

- Read the description of the component parts that are characteristic of an expression of religion, KWL Ch. 5. These include: sacred text; values and laws; stories and literature; social structure; individual experience; symbols; rituals and beliefs.
- Develop a diagram to illustrate these components.
- Students copy the diagram into their books.

A large class diagram (using A3 or butcher's paper) should be developed for permanent display. Students contribute to filling in the information.
- Students select the Christian example to be placed in the relevant space. This information can then be transferred onto the larger class copy. In addition, a visual could be added: for Sacred Text, students place the words Hebrew Scriptures and New Testament in the space, and then draw or find a picture of the Bible to paste adjacent to the words.
- The central space denoting 'Beliefs' can be added to as the unit progresses and the details of the Nicene Creed are learned.

ASSESSMENT

Completion of individual diagram which would include sacred text, values and laws, stories, social structure, individual experience, symbols, rituals and beliefs

Completion of the class diagram with particular emphasis on 'Beliefs' from the Nicene Creed

Task 2: Class forum and written response: The Questions People Ask

PURPOSE

To help students to have a better understanding of credal statements.

ACTIVITY

- Using the chapter, What do Catholics believe? KWL chapter 5 and Genesis 2, develop a list of questions suggested by credal statements. Hold a class forum to answer these. If possible, invite teachers/parents/older siblings to participate. The following are suggestions and may be used as prompts:
 - What is God like?
 - Can the story of creation from the Scriptures co-exist with scientific explanations?
 - How can God be three persons in one?
 - What are some titles used for Jesus?
 - What does it mean that Jesus was fully divine and fully human?
 - What do we know of Mary's response to the miraculous conception of Jesus?
 - How does it help humankind to know Jesus was truly human?
 - What is the role of suffering and sacrifice in a person's life?
 - What is the kingdom of God and how does it relate to our world?
 - How is the Holy Spirit active in our world today?
 - Why is sacramental Reconciliation important? Why can't I just be sorry for my sins?
 - What does it mean to say the Church is 'catholic'?
 - What do you imagine 'life in the world to come' will be like?

The forum could be video/audio taped and reviewed prior to students completing a personal response to record their learnings from this activity.

ASSESSMENT

Personal Response on learning from this activity.

Resources

Essential Reading

Flannery, Austin OP (GE) 1996, *Vatican Council II: The Conciliar and Post Conciliar Documents: Lumen Gentium, Dogmatic Constitution on the Church*. Liturgical Press, Minnesota.

Teacher Resources

- Coleman, B 2000, *The Basics of the Catholic Faith*. Twenty-Third Publications, Mystic CT.
- Kelly, A 1996, *The Creed by Heart, Relearning the Nicene Creed*. Harper Collins, Blackburn.
- Kelly, J 2000, *Early Christian Doctrines*. Continuum, New York.
- Killgallon, J & Weber, G 2003, *Becoming Catholic Even If You Happen to be One*, (basic tenets, teachings and practices). ACTA Publications, Chicago.
- Liddy, S & Welbourne, L 1999, *Strategies for Teaching Religious Education*. Social Science Press, Sydney.
- Sheehan, M & Joseph, P 2001, *Apologetics and Catholic Doctrine*. Saint Austin Press, London.
- Trese, L 2000, *The faith Explained*. Scepter Press, New York.
- Welborn, A 2004, *Prove It! Church*. Veritas, Dublin.

Classroom Resources

- Catholic Enquiry Centre 2001, *The Catholic Story*, (information pamphlets on Catholicism). Catholic Enquiry Centre, Surry Hills.
- Morrissey, J et al. 1998, *Out of the Desert*, Book 3, Ch. 5. Longman, Melbourne.

Unit Evaluation

In evaluating the indicators of learning, the teacher could consider the following:

- What level of appreciation of the Church's teaching to their lives do the students now demonstrate?
- How clearly can students articulate their understanding of key teachings of the Catholic Church, especially those found in the Nicene Creed?
- How effectively can students use the specific religious language of the Creed?
- To what extent did students demonstrate achievement of standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?