

YEAR LEVEL	3 & 4
TITLE	Jesus Models Forgiveness
STRAND	SACRAMENTS
SUGGESTED DURATION	4 weeks
ENDURING QUESTIONS	<p>Why do we have Sacraments?</p> <p>How can the Sacraments influence my life?</p>



Unit Focus

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.

Achievement Standards

By the end of Year 4, 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 the unit students should be able to:

- 1. Identify how forgiveness is an important part of building community.***
- 2. Recognise that Jesus proclaimed God's forgiveness, healing and reconciliation.***
- 3. Identify and apply the four steps of reconciliation; admit responsibility, say sorry, receive forgiveness, make amends.***

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.
- The Rite of the Sacrament of Penance.

Student Context

Typically, by Years 3 and 4 students have a growing interest in what is literally true as distinct from what is just a story. 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 beginning to understand moral responsibility in terms of what was intended rather than the outcome of a decision / action.

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

- A Post Vatican II understanding of reconciliation identifies four steps: admit responsibility, say sorry, receive forgiveness, make amends.
- 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

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.”

Luke 15:11-24 The Prodigal Son

¹¹ Then Jesus^[a] said, “There was a man who had two sons. ¹² The younger of them said to his father, ‘Father, give me the share of the property that will belong to me.’ So he divided his property between them. ¹³ A few days later the younger son gathered all he had and travelled to a distant country, and there he squandered his property in dissolute living. ¹⁴ When he had spent everything, a severe famine took place throughout that country, and he began to be in need. ¹⁵ So he went and hired himself out to one of the citizens of that country, who sent him to his fields to feed the pigs. ¹⁶ He would gladly have filled himself with^[b] the pods that the pigs were eating; and no one gave him anything. ¹⁷ But when he came to himself he said, ‘How many of my father’s hired hands have bread enough and to spare, but here I am dying of hunger! ¹⁸ I will get up and go to my father, and I will say to him, “Father, I have sinned against heaven and before you; ¹⁹ I am no longer worthy to be called your son; treat me like one of your hired hands.”’ ²⁰ So he set off and went to his father. But while he was still far off, his father saw him and was filled with compassion; he ran and put his arms around him and kissed him. ²¹ Then the son said to him, ‘Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.’^[c] ²² But the father said to his slaves, ‘Quickly, bring out a robe—the best one—and put it on him; put a ring on his finger and sandals on his feet. ²³ And get the fatted calf and kill it, and let us eat and celebrate; ²⁴ for this son of mine was dead and is alive again; he was lost and is found!’ And they began to celebrate.

Major Assessment Task

Write and illustrate a story about forgiveness either from your experience or from your imagination. Your story should be about yourself or someone who is in a situation where they need to ask for forgiveness.

Your story should:

- Describe the situation.
- Include the four steps of Reconciliation.
- Show how the people in the story changed through the four steps of Reconciliation.

Suggested Learning Experiences

Focusing Activity

Read a picture story book about forgiveness to the class.

Discuss the story - what happens? Do the characters change? how? why?

(Some good examples you may like to use are The Bear with the Sword David Cali)

<https://library.ceosand.catholic.edu.au/LBR01/#!dashboard>

What speaks to you from this text?

- Students discuss, in pairs, an experience of being hurt or hurting someone else by words or actions, being left out or being treated unfairly. Create a Y chart that shows what is Feels Like, Sounds Like and Looks Like when this happens.
- Individually, students reflect on the experience discussed in their pairs. How was I forgiven? How did I forgive? How did I feel afterwards? Students, in the same pairs, discuss how they were forgiven or how they forgave others in their situation.
- Students create a colour chart of feelings that show how the colours change as I move from hurt to forgiveness.
- Prepare a collection of images, words and even a song that connects with forgiveness. Ask students to select one that speaks to them or to create a symbol that does. Students explain why they have chosen or created this symbol to a small group. List questions or wonderings
- Prior to reading Luke 24:13-25 with the class, teachers need to teach the basic context of the text. <http://johnmckinnon.org/index.php/luke24v13-35>
- Describe the setting, the story sequence, the character and the character interplay in Luke 24: 13-25. Refer to Composite Model in Teaching & Learning Strategies Resource Book p 93,94. (Hear and Encounter the Word)
- Match the story of the Prodigal Son with the four steps of Reconciliation.
(1. admit responsibility, 2 Say sorry, 3. Receive forgiveness, 4. Make amends)
- Create a Think Pad for forgiveness: Words, Symbols, Pictures and Connection to Life. **Lk: 24:13-15, The Prodigal Son**(Refer Dan White Into the Deep. p82)
- Agree/disagree Discussion/debate on an aspect of forgiveness. eg “If someone pushes me then I should be able to push them back.” Highlight or illustrate where the four steps of reconciliation may take place.
- 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.
- With a large ball of string (wool) students stand in a large circle and throw a 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 keep this focus students could complete banners depicting messages of Peace and Reconciliation associated with gathering and celebrating the presence of Jesus in our communion
- 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.

- Ask the students to draw a story map of a time when they have needed forgiveness and experienced reconciliation. Ask them to identify the steps of admitting wrongdoing, saying sorry, seeking forgiveness and working at reconciliation. Align these stories with the Sacrament of Reconciliation; where we seek forgiveness from God and work at reconciliation with Him, as well as with those that we may have hurt and then try to follow the example and teaching of Jesus.
- Say the Prayer of Sorrow together. Learn the prayer together in preparation for celebration of the Sacrament of Reconciliation.
- Revise the Rites of Reconciliation, the prayers and actions, ask a member of the Parish to assist with this.
- Students write their own prayers of forgiveness.

Prayer Ritual

Conduct a class liturgy about forgiveness.

Gather students around the prayer focus. Students may have been involved in setting the scene for the liturgy by setting the prayer focus with candle, prayer cloth and symbol.

Using the Prodigal Son as a focus, this Scripture with class and then ask each student to write down on a piece of paper a word or thought that they associate with forgiveness.
Each student places their card around the prayer space.

Together the class prays the 'Prayer of Sorrow'

Conclude with any special intentions students may have.

Appendices

Appendix 1: Godly Play - The Prodigal Son