

# Making a difference

YEAR 5/6

This sequence of activities is designed to support students in understanding that every person is important, and each and every one of us can make a difference. It represents two weeks or more of RE to engage your students.

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
<b>Provocation</b>	To stir thought, wonder, curiosity and further questions in the learners.	 <p>Image © ACRATH</p> <p><a href="https://acrath.org.au/take-action/slavery-free-easter/">https://acrath.org.au/take-action/slavery-free-easter/</a></p> <p>or</p> <p><a href="#">The Starfish Story</a></p> <p><a href="#">I see, I think, I wonder</a></p>	Choose either the image of the egg from the ACRATH site or The Starfish Story (linked) and have students complete the 'I see, I think, I wonder' tool.	
 <p><b>How do I encounter this?</b> What do I think and sense?</p>	Students identify their understanding and opinion of making a difference – what do I think and why might I think this way?	Coloured pens/pencils, paper, or computer access to Word, PowerPoint or equivalent programs.	Keeping in mind the previous activity, invite students to describe, draw or write what they think about the difference one person can make in the world. Have them write a journal entry describing their idea of a perfect world.	
 <p><b>How do others encounter this?</b> What do others think and why?</p>	To find another perspective on making a difference and identify some issues that exist for different people in the world.	RE exercise book and pen. Zoom, Skype or other video-chat software.  <a href="#">The Ryan's Well Foundation</a>  A large piece of paper, three different coloured markers or pens, RE exercise book.	Write some questions about making a difference and interview parents, siblings and/or grandparents.  Watch the video about the Ryan's Well Foundation and review your thinking about the difference one person can make. What are you thinking now?  Brainstorm all of your ideas about making a difference in the world and list them on a large piece of paper. Change your pen to a different colour. Choose five words and write down why you used them.	<b>P&amp;CE</b> – Reflect on ways to build just and compassionate relationships.

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		<p>Download the 'Confirmation: Imperfect World cards' PDF from the <a href="#">CAFOD website</a>.</p> <p>Zoom, Skype or video-chat on Messenger.</p>	<p>Change your pen colour again. Draw a line from one word to another word it might be connected with. Write along the line you have drawn, explaining why these words are connected.</p> <p>What is your thinking now?</p> <p>If you had to explain what you think about the difference one person can make in the world in 20 words or less, what would you say? Write this in your RE exercise book.</p> <p>Choose one of the cards on the CAFOD site. Have a conversation with others in your family or classmates on Zoom/Skype. Complete the task on the chosen card and describe how it felt.</p>	<p><b>R&amp;R</b> – Interpret ways political and personal choices impact community life.</p>
 <p><b>How is this encountered in the Catholic faith?</b></p> <p>What does the Catholic Church teach and why?</p>	<p>Explore what the Catholic Church teaches us about how and why we should make a difference in the world.</p>	<p><a href="#">Catholic social teaching</a></p> <p><a href="#">Caritas Australia</a></p> <p>'And he said to them, "Go into all the world and proclaim the good news to the whole creation":'</p> <p>Mark 16: 15</p> <p>'I am going to send you what my Father has promised; but stay in the city until you have been clothed with power from on high.'</p> <p>Luke 24: 49</p> <p><a href="#">Matthew 25: 35–40</a></p>	<p>Watch the video on Catholic social teaching (CST). Stop it at points and take notes about what it is teaching you.</p> <p>Read the page on the Caritas website, taking notes as you go. In your RE exercise book, record five facts about CST that you have learned. Write a paragraph about what you understand these to mean and why they are important.</p> <p>Read the piece of Scripture from Mark.</p> <p>These were the instructions Jesus gave his disciples as he ascended into heaven. What do you think Jesus meant by this? What would it look like if we did this in the world today?</p> <p>Now read the piece from Luke. These are the instructions Jesus gave according to Luke's Gospel.</p> <p>What do you suppose he meant by 'clothed with power from on high'?</p> <p>Look at these two pieces of Scripture. What do you understand about Jesus' message as he ascended?</p> <p>Read the Matthew quote. What is the essence of this piece of Scripture? You may have to read it a couple of times. Sit quietly and think about what it might mean.</p> <p>Highlight the words you think are important and discuss those words. If you were to write a newspaper report about this event, what would the headline say?</p>	<p><b>K&amp;U</b> – Explain the Church's understanding of human dignity.</p> <p><b>R&amp;R</b> – Interpret Church teaching on human dignity in relation to spiritual, social, ecological and physical wellbeing.</p>

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			<p>How does your learning influence your thinking now? How has it changed?</p> <p>Answer in your RE exercise book.</p> <p>Imagine your school was deciding what to spend some time and effort on. Come up with an idea to help a group of people who are struggling in the world and make a proposal to convince your principal and staff that it would be a worthy cause.</p> <p>You need to reference at least one scripture passage, one of your learnings on Catholic social teaching and two other facts or figures in your proposal. You can create it in any way you like – e.g. a written report, PowerPoint, video or using photos – whatever you think will convince the principal.</p>	<p><b>K&amp;U</b> – Explain the Christian concept of justice in relation to community issues.</p> <p><b>P&amp;CE</b> – Reflect on ways to participate responsibly and contribute ethically to the local and faith communities.</p>
 <p><b>How am I called into a deeper relationship with others, the world and God?</b></p> <p>How have I been transformed by this encounter?</p>	<p>How has the learning helped me understand my relationship with God differently?</p>	<p><a href="#">Oscar Romero</a></p>	<p>Read the post about Oscar Romero (linked). How did he live up to the CST principles?</p> <p>Read the prayer located at the bottom of the post. Why do you think this reflects the life of Oscar Romero?</p> <p>Write your own prayer for a socially just world.</p>	<p><b>P&amp;CE</b> – Reflect on ways to build just and compassionate relationships.</p>

### Assessment: Level 6

**K&U** – Students explain the Catholic tradition and its elements by identifying and evaluating their own and others’ perspectives.

**R&R** – Students interpret their life in dialogue with the Catholic tradition and the cultural context by investigating and making sense of differing views, and evaluating their understandings and interpretations.

**P&CE** – Students reflect on experiences that provoke spiritual and religious insights by expressing and articulating moments of encounter. They integrate new insights by describing possible implications for local or global contexts.

### Assessment: Level 8

**K&U** – Students explain the Catholic tradition and its elements by investigating and analysing a range of perspectives. They use well-developed, evidence-based arguments to support their reasoning.

**R&R** – Students interpret their life in dialogue with the Catholic tradition and the cultural context by critically analysing the significance and the complexity of a variety of perspectives on issues.

**P&CE** – Students reflect on experiences that provoke spiritual and religious insights by examining what has shaped their views on life, the sacred and religious. They integrate new insights by highlighting the complexities of significant local and global issues, and proposing a personal stance.

**Note:** The standards given here are for both level 6 and level 8. Depending on the sophistication of the work completed by the student, it can be judged against either standard.