

Confirmation - Unit of Work (Stage 3)

Class: Stage 3 (Year 5 & 6)	Date: Preferably after Easter and shortly before Pentecost Or in support with the preparation for the Sacrament of Confirmation	Duration: 5 lessons (40-60 min each) + independent learning time in class/home
Key Learning Area: Religious Education	Lesson Topic: Confirmation – Celebrating the Gift of the Holy Spirit	
Recent Prior Experience (<i>specific relevant concepts, skills and values the school students have experienced prior to this lesson</i>): Students have previously discussed the Sacraments of Initiation briefly without going into great detail about the meaning and symbolism of the Sacrament of Confirmation. Students struggle to recount scripture passages relevant to the Sacrament of Confirmation and lack the ability of putting their knowledge of scripture into real-life contexts. Some students may have started their sacramental catechesis and preparation for the parish celebration of the sacrament but may not yet be able to appreciate its importance and connection to baptism.		
Syllabus Outcome(s): <i>One or two only. Please note the syllabus reference number AND write out in full.</i> Religious Education Stage 3 C3.2 Outcomes: <ul style="list-style-type: none">Values & Attitudes <i>Students will demonstrate that they are able to value Word, symbols and ritual in the celebration of Catholic belief and traditions</i>Knowledge & Understandings <i>Students will demonstrate that they can explain how Word, symbol and ritual are used in sacramental and non-sacramental celebrations</i>	Indicators of Learning for this lesson: <i>Behaviours that contribute toward achievement of outcome(s). Quote syllabus numbers. Must be clear, specific, observable. Curriculum Content Strands may be used as headings.</i> <u><i>By the end of this lesson, the students will:</i></u> <ul style="list-style-type: none">identify Confirmation as one of the seven Sacraments and its place within the Sacraments of Initiationdescribe the relationship between the Sacraments of Baptism and Confirmationoutline the main structure of the Sacrament of Confirmationname the main symbols and rituals of the Sacrament and explain their meaning	Assessment: <i>Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</i> Informal Assessment through observing, purposeful roving, questioning and listening Formal Assessment through collecting and assessing students' work samples, taking notes etc.
Safety Issues to consider: Ensure students treat each other in a safe and respectful manner. Classroom needs to cater for students' individual space, ensuring no obstruction to movement in order to avoid collision. Ensure careful handling of the materials used. Clear and visible lighting needs to be available in the classroom. Reliable ventilation needs to be working in the classroom.	Resources: <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> <ul style="list-style-type: none">Internet access via the Interactive White Board for access to YouTube and http://confirmation-albert.weebly.comBook: Children's Illustrated Bible: The New Testament by V. Parker, J. Dyson (2001)Book: To Know, Worship and Love, Year 6Confirmation symbols: oil, water, something red (Fire), white garment etc.Invite parish priest into the classroom to talk about the symbols & structure of the Sacrament of Confirmation (Lesson 3)Class set of children's BiblesStudents' Religion Exercise books. posters, crayons, highlighters, paint, scissors etc. (to illustrate poster)	

LESSON SEQUENCE (FIVE LESSONS)

Lesson Content / Indicators of Learning (What is Taught): <i>Note key skills, concepts and values addressed in each section. Link to your Indicators of Learning.</i>	Timing (mins)	Teaching Strategies / Learning Experiences: (How it is taught) <i>Write detailed steps showing what the teacher (T) will do and what students (Ss) will do.</i>	Assessment and Evaluation
LESSON 1 (40 min)			
<p>Main questions: What are the Sacraments of Initiation? What is Confirmation?</p> <p>Outcome: C3.2 Indicators:</p> <ul style="list-style-type: none"> describe the relationship between the sacraments of Baptism and Confirmation identify Confirmation as one of the seven Sacraments and its place within the Sacraments of Initiation <p>Main concept for students: Christian initiation is accomplished by three sacraments together: Baptism – the beginning of new life in Christ and in the Church. Confirmation – the strengthening of this New Life Eucharist – nourishes with Christ's Body and Blood</p>	<p>10 min</p> <ul style="list-style-type: none"> Ss and T are situated in a circle. T initiates a discussion about Ss' background knowledge about the Sacraments of Initiation. Possible Questions: What are the Sacraments of Initiation? What have you learnt in previous years about Baptism and Confirmation? How do they relate to each other? T guides the discussion and assists students with main concepts. <p><i>(If possible, the following task can also be completed using computers to research meanings.)</i></p> <p>20 min</p> <ul style="list-style-type: none"> At their desks Ss will then individually complete the following tasks: Use a Catholic dictionary to find a meaning for the words 'Sacrament' and 'Confirmation' Research the meaning of the word 'initiation' Identify and name the Sacraments of Initiation. <p>5 min</p> <ul style="list-style-type: none"> Ss are asked to record their answers in their Religion exercise books. T roves purposefully through the class and takes and assists Ss if necessary. <p>5 min</p>	<ul style="list-style-type: none"> When most Ss have finished, answers are discussed and questions and problems are addressed. <p>Homework/Research Task: Using the Interactive White Board (IWB) T introduces the website that accompanies this unit of work: http://confirmation-albert.weebly.com T then guides Ss to the link provided 'Together at one Altar'. Ss will need to explore the website and write a response about: The relationship between Confirmation and Baptism. http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=69</p>	<p>Informal and Formal Assessment</p> <ul style="list-style-type: none"> ✓ Teacher observes and listens to students' responses and questions throughout the whole lesson. ✓ T poses open-ended questions to check students' thorough comprehension of content discussed and take notes if necessary. ✓ Collection of work samples for evidence of achievement and comprehension <p>Evaluation</p> <ul style="list-style-type: none"> ✓ At the end of each lesson sequence teacher should complete evaluation questions to reflect on success of lesson and guide planning: <p><i>To what extent did the learners achieve the intended learning outcomes today?</i> <i>Identify the teaching strategies / learning experiences that were most/least effective. Explain why.</i> <i>How appropriate was the timing throughout the day? Why?</i> <i>Describe how the selection and use of resources supported learning in your lessons.</i> <i>Identify the classroom management strategies that were most effective. Explain why.</i> <i>How can you improve the lesson?</i></p>

LESSON 2 (50 min)

<p>Main questions: What is the relationship between Confirmation and Baptism? How is the account of Pentecost important to Christians?</p>	15 min	<ul style="list-style-type: none"> Ss are situated at their desks. T introduces the lesson by questioning Ss about what they have found out during their research. In pairs Ss read their response to each other that they have written at home. T walks around the classroom and listens to Ss responses. T asks 2-3 Ss to read out their responses to class and provides positive feedback and praises Ss when they have finished. 	<p>Informal and Formal Assessment</p> <ul style="list-style-type: none"> ✓ Teacher observes and listens to students' responses and questions throughout the whole lesson. ✓ T poses open-ended questions to check students' thorough comprehension of content discussed and take notes if necessary. ✓ Collection of work samples for evidence of achievement and comprehension <p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> ✓ At the end of each lesson sequence teacher should complete evaluation questions to reflect on success of lesson and guide planning: <div style="border: 1px solid #f0e68c; padding: 10px; margin-top: 10px;"> <p><i>To what extent did the learners achieve the intended learning outcomes today? Identify the teaching strategies / learning experiences that were most/least effective. Explain why.</i></p> <p><i>How appropriate was the timing throughout the day? Why?</i></p> <p><i>Describe how the selection and use of resources supported learning in your lessons.</i></p> <p><i>Identify the classroom management strategies that were most effective. Explain why.</i></p> <p><i>How can you improve the lesson?</i></p> </div>
<p>Outcome: C3.2 Indicators:</p> <ul style="list-style-type: none"> describe the relationship between the sacraments of Baptism and Confirmation <p>Students will learn:</p> <ul style="list-style-type: none"> about the biblical images used to express the presence of God to explore the Pentecost event and the significance of the symbols of wind and fire 	20 min	<ul style="list-style-type: none"> T asks Ss to sit on the floor where they are comfortable and shows the pages of the Pentecost story (Children's Illustrated Bible) to them. Possible questions: <i>Why do you think is the story called 'Tongues of Fire'? What does 'Tongues' mean? What do you think will the story be about? What is Pentecost? Etc.</i> T reads story to class. After answering Ss' questions talk Ss through the account: <i>What happened in the story?</i> <i>What is 'spirit'? What is someone's 'Spirit'? What do you think is the Holy Spirit?</i> <i>Have you sensed a feeling of the 'spirit' in places/events/people?</i> 	
<p>Key Concept:</p> <ul style="list-style-type: none"> Images of wind and fire helped the people of the early Christian community express their experience of the presence of God The presence of the spirit is experienced in people, places and events. 	15 min	<p style="text-align: center;">Homework/Research Task:</p> <p>T explains task to Ss, writes in on the white board and clarifies Ss' questions.</p> <ol style="list-style-type: none"> Summarize the Pentecost story in one paragraph. Using a Dictionary write the definition for signs and symbols. Identify the signs and symbols used in the Pentecost story. What symbols in everyday life remind us of the presence of God? 	

LESSON 3 (60 min)			
<p>Main questions: How is a symbol different from a sign? What symbols are used during the Sacrament of Confirmation?</p> <p>Outcome: C3.2 Indicators:</p> <ul style="list-style-type: none"> name the main symbols and rituals of the Sacrament and explain their meaning <p>Students will learn:</p> <ul style="list-style-type: none"> about the symbols of Baptism and Confirmation to explore these symbols in the light of sacred Scripture and the Tradition of the Church about the connection between Baptism and Confirmation <p>Key Concept:</p> <ul style="list-style-type: none"> The symbols of Baptism and Confirmation help the Church community to express and celebrate initiation into the Christian community. 	10 min	<ul style="list-style-type: none"> In the beginning at the lesson, Ss swap their Religion exercise books with a partner and read through their partner's answers to their research findings. As a response Ss need to write down something that they had the same, something different and something that they found interesting into their partner's exercise book. T walks around the classroom and takes notes about Ss' achievement. 	<p>Informal and Formal Assessment</p> <ul style="list-style-type: none"> Teacher observes and listens to students' responses and questions throughout the whole lesson. T poses open-ended questions to check students' thorough comprehension of content discussed and take notes if necessary. Collection of work samples for evidence of achievement and comprehension <p>Evaluation</p> <ul style="list-style-type: none"> At the end of each lesson sequence teacher should complete evaluation questions to reflect on success of lesson and guide planning: <p><i>To what extent did the learners achieve the intended learning outcomes today? Identify the teaching strategies / learning experiences that were most/least effective. Explain why.</i> <i>How appropriate was the timing throughout the day? Why?</i> <i>Describe how the selection and use of resources supported learning in your lessons.</i> <i>Identify the classroom management strategies that were most effective. Explain why.</i> <i>How can you improve the lesson?</i></p>
	40 min	<p><i>(Prior to this lesson, T needs to arrange a meeting with the school parish priest and invite him into the classroom. T organizes resources supporting this information session: water, oil, white garment, something red etc. Alternatively, the whole class could visit the local school chapel/church, where this discussion could take place.)</i></p> <ul style="list-style-type: none"> Ss form a circle and the parish priest is invited into the classroom. T initiates the conversation by asking Ss what they have learnt about the Sacrament of Confirmation so far and what the definition of a symbol and a sign is. The priest introduces the symbols used in Confirmation by taking Ss through the structure of the Sacrament. T passes the resources around the classroom. Ensure time allows for Ss to ask questions. <p>T and SS thank the priest for his time and prayer is used to conclude this segment:</p> <p style="text-align: center;">Prayer to the Holy Spirit <i>Come, Holy spirit, fill the hearts of the faithful. And kindle in them the fire of your love. Send forth your spirit and they shall be created. And you will renew the face of the earth.</i></p>	
	10 min	<p>Homework/Research Task: After the guest has left, T explains the new research task:</p> <ol style="list-style-type: none"> Ss will choose one of the symbols from the Sacrament of Confirmation and research its meaning and uses in everyday life. T ensures all symbols are chosen. Ss will record their information on a piece of paper and will receive time in the following lesson to design a poster about this particular symbol. <p>T recommends Ss to use the website http://confirmation-albert.weebly.com for suitable information and links.</p>	

- ✓ Teacher observes and listens to students' responses and questions throughout the whole lesson.
- ✓ T poses open-ended questions to check students' thorough comprehension of content discussed and take notes if necessary.
- ✓ Collection of work samples for evidence of achievement and comprehension

- ✓ At the end of each lesson sequence teacher should complete evaluation questions to reflect on success of lesson and guide planning:

To what extent did the learners achieve the intended learning outcomes today?
Identify the teaching strategies / learning experiences that were **most/least** effective. Explain why.
How appropriate was the timing throughout the day? Why?
Describe how the selection and use of resources supported learning in your lessons.
Identify the classroom management strategies that were **most** effective. Explain why.
How can you improve the lesson?

LESSON 4 (50 min)

Main questions:
What symbols are used during the Sacrament of Confirmation?

Outcome: C3.2
Indicators:

- name the main symbols and rituals of the Sacrament and explain their meaning

Key Concept:

- The symbols of Baptism and Confirmation help the Church community to express and celebrate initiation into the Christian community.

30-45 min

- T divides Ss into groups of 3 according to the symbols they have researched.
- Ss have time to compare the information they found and add/clarify points if necessary.
- Ss then decide on the most important points that will go onto the poster.
- T hands out poster, markers, highlighters etc. for Ss to use for illustrating their posters. *(If possible, access to a computer would be helpful to allow Ss to print any illustrations they like, to make their poster appealing)*
- T moves through the class purposefully to assist Ss.
- Appropriate spiritual music could be played in the background to create a spiritual and inspiring atmosphere.
Suggestions:
<http://www.youtube.com/watch?v=aJS98i7Ci8Q>
<http://www.youtube.com/watch?v=7RCM2leiB00>
- Poster will be then hung up in the classroom and Ss will be praised for their work.
- Fast finishers could receive time to explore any aspect they like from the website <http://confirmation-albert.weebly.com> and report back to class on what they have discovered.

Homework/Research Task:

For this homework task, Ss are asked to **design a symbol that expresses the presence of God in their life**. This can be done in any form they like whether using crayons, pencils or ICT resources (PowerPoint).

Ss need to be able to explain why they chose this particular symbol and how it is relevant to their life. T ensures that Ss understand that this is a very personal, individual task that can be quite challenging. Enough time should be provided for Ss to think about this symbol to make it applicable and meaningful.

T could also provide example of symbols that could be used, to inspire Ss. *This task does not necessarily need to be completed by the next lesson.*

Alternatively: Give students a copy of the Rite of Confirmation (within Mass). Ss need to highlight words, acts and symbols related to the Holy Spirit and Scripture. Ss will then research the symbolism behind the 'Anointing with Oil' and 'Laying on of Hands'. Record in Religion exercise books.

5 min

Informal and Formal Assessment

- ✓ Teacher observes and listens to students' responses and questions throughout the whole lesson.
- ✓ T poses open-ended questions to check students' thorough comprehension of content discussed and take notes if necessary.
- ✓ Collection of work samples for evidence of achievement and comprehension

Evaluation

- ✓ At the end of each lesson sequence teacher should complete evaluation questions to reflect on success of lesson and guide planning:

*To what extent did the learners achieve the intended learning outcomes today? Identify the teaching strategies / learning experiences that were **most/least** effective. Explain why.*

How appropriate was the timing throughout the day? Why? Describe how the selection and use of resources supported learning in your lessons.

*Identify the classroom management strategies that were **most** effective. Explain why.*

How can you improve the lesson?

LESSON 5 (50 min)

Main questions:
What are the gifts of the Holy Spirit that we receive with Confirmation?

Outcome: C3.2
Indicators:

Indicators:

- *name the main symbols and rituals of the Sacrament and explain their meaning*

Students will learn:

- about the gifts of the Holy Spirit
- to identify the gifts of the Holy Spirit in themselves, those they know and the saints

Key Concept:

- **As members of the Christian community we explore the gifts of the Holy Spirit that help us live as followers of Jesus.**

10 min

15 min

25 min

- Ss are located on the floor in front of the IWB. T start the lesson watching the following YouTube clip summarizing the key ideas about the Sacrament of Confirmation:
<http://www.youtube.com/watch?v=Qt32SyDWuW8>
- Ss ask questions about anything they have not understood yet. T answers and poses questions to check understanding.
- At their desks, Ss read Isaiah 11:1-2 in their Children's Bibles. N their Religion exercise books, Ss list the Gifts of the Holy Spirit mentioned in the passage.
- T then guides the discussion about the meaning of the gifts and may ask Ss to look up a definition in the dictionary.
- Students identify the gifts of the Holy Spirit they recognise in themselves and write a journal of events and situations when they have demonstrated these gifts and fruits.
- Responses are shared with the whole class.

Homework/Research Task:

Students are asked to further explore the 'Additional Resource' Website <http://confirmation-albert.weebly.com> and write down three questions they could ask fellow classmates to answer.

Informal and Formal Assessment

- ✓ Teacher observes and listens to students' responses and questions throughout the whole lesson.
- ✓ T poses open-ended questions to check students' thorough comprehension of content discussed and take notes if necessary.
- ✓ Collection of work samples for evidence of achievement and comprehension

Evaluation

- ✓ At the end of each lesson sequence teacher should complete evaluation questions to reflect on success of lesson and guide planning:

To what extent did the learners achieve the intended learning outcomes today? Identify the teaching strategies / learning experiences that were **most/least** effective. Explain why.

How appropriate was the timing throughout the day? Why?

Describe how the selection and use of resources supported learning in your lessons.

Identify the classroom management strategies that were **most** effective. Explain why.

How can you improve the lesson?