

RE  
IN THE  
EARLY YEARS  
2017





Dear Students,  
I know when you're  
texting in class.

Seriously, no one looks down  
at their crotch and smiles.

*Sincerely, Your Teacher*

# PRAYER



Foil Intercessions



# OUR DAY TODAY

SESSION ONE – Contextual information

~ The Annunciation and the Last Supper

MORNING TEA

SESSION TWO – Teaching and learning

LUNCH

SESSION THREE – Networking and sharing  
Preparing a celebration



# THE DAY'S LEARNING INTENTIONS

- to explore different forms of prayer suitable for the early years
- to understand more of the context and the author's intent for the Annunciation and Last Supper texts
- to explore different strategies for unpacking scripture stories in the early years classroom
- to explore the use of rich tasks in the early years RE classroom
- to share ideas and resources with one another
- to explore how to prepare a simple liturgy

# RE IN THE EARLY YEARS BINGO



# ROUTINES AND TRANSITIONS





# MORNING ROUTINE



# INQUIRY LEARNING

1. How will I TEACH the GOSPELS SO THAT STUDENTS WILL LEARN what they are, what they mean and their relevance in contemporary society as specified in the curriculum?

GENERATE

2. What do I need to know to be able to do it?

INVESTIGATE

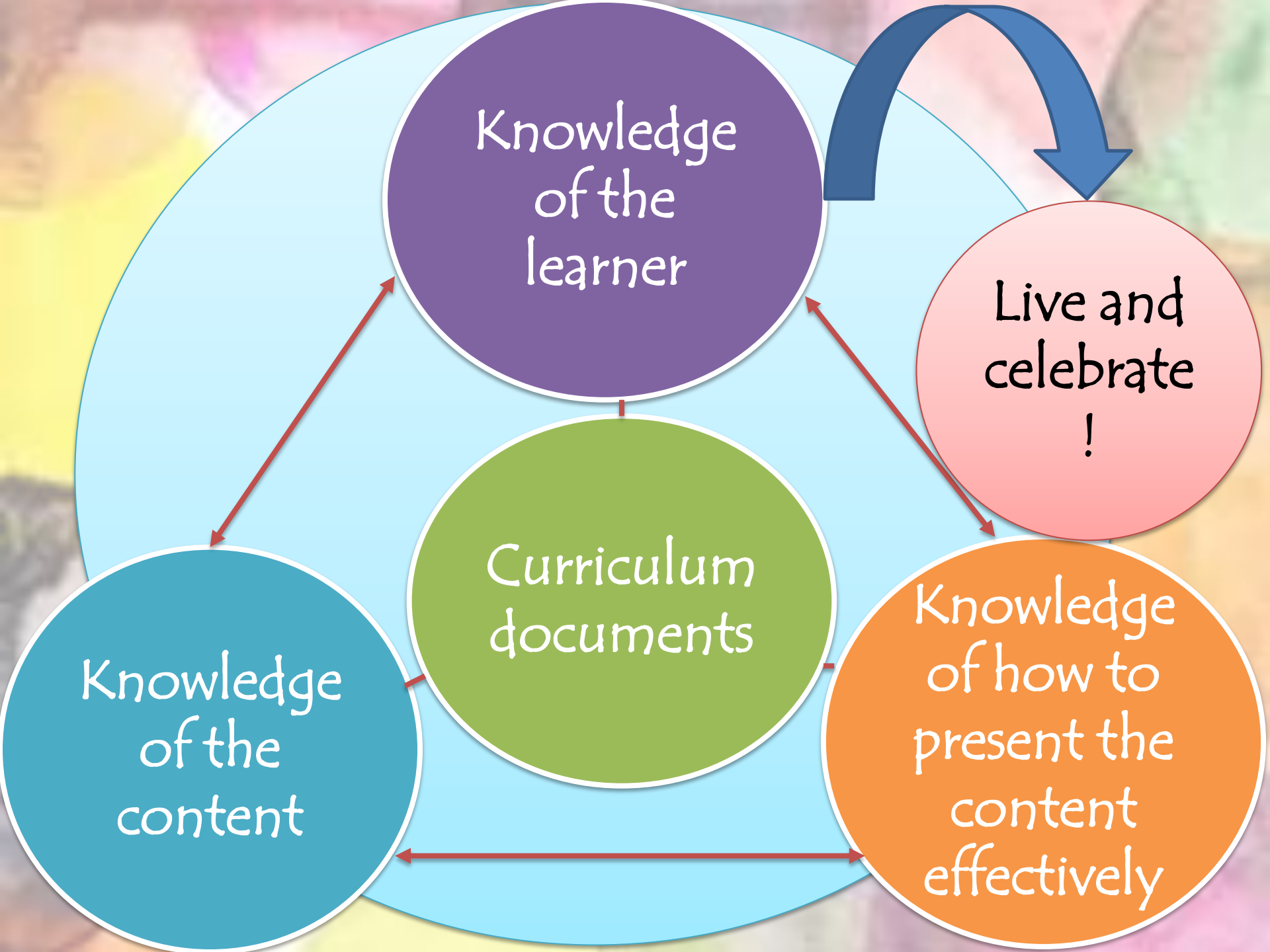
3. How will I demonstrate my new knowledge and skills?

COMMUNICATE

4. How will I know if I am successful?

EVALUATE

PROCESS	INVOLVES	SPECIFICS	
GENERATE	Ask a question; pose an authentic task; provoke an issue or challenge.	How <i>will I teach</i> the <i>gospels so that students will learn</i> what they are, what they mean and their relevance in contemporary life as specified in the curriculum?	
INVESTIGATE	Find resources, research, background, check curriculum, summarise, analyse, apply, synthesise, critique. (Teacher – scaffolds, models, teaches intentionally and explicitly throughout)	<ul style="list-style-type: none"> <li>• <i>Research the scripture.</i></li> <li>• Consult the <i>RE program</i> to ascertain <i>what students are to learn and do.</i></li> <li>• Decide on <i>intentional teaching sessions</i> that will develop student learning points.</li> <li>• Identify effective teaching strategies and activities that will engage students and activate their learning.</li> </ul>	
COMMUNICATE	Report/present findings, demonstrate new knowledge/findings/ learning; answer question, provocation.	<p>Present an outline of how you might <i>teach</i> one of the stories presented today.</p> <p>Present an outline of an authentic assessment or rich task you might use to demonstrate <i>learning</i>?</p>	
EVALUATE	Students and teacher reflect on and evaluate process. Evaluate students' engagement and learning; your teaching strategies and approaches; sequence of teaching; resources; timing. Students reflect on their own engagement and learning.	<p>Teacher –</p> <ul style="list-style-type: none"> <li>• What worked?</li> <li>• What didn't?</li> <li>• What could be improved?</li> <li>• If I taught this unit again, what would I change, add, or delete?</li> </ul>	<p>Students –</p> <ul style="list-style-type: none"> <li>• Which activity did I enjoy most? Why?</li> <li>• Which was my best piece of work?</li> <li>• What have I learned about myself as a learner?</li> </ul>



Knowledge  
of the  
learner

Live and  
celebrate  
!

Knowledge  
of the  
content

Curriculum  
documents

Knowledge  
of how to  
present the  
content  
effectively



TEACHING  
CONTENT  
IN ANY  
LEARNING  
AREA -  
INCLUDING  
RE!!!!

# THE ANNUNCIATION

K – Advent/Christmas

PP – Waiting

(B1.1 Illustrates ways in which Mary and Joseph might have waited for Jesus' birth)

Yr 1 – We Belong

(B1.1 Names the members of the Holy Family)

Yr 2 – Gathered Together (Mary as mother)

(B1.1 States that Jesus belonged to a family; B1.2 Names other members of Jesus' family.)

Yr 3 – Gifted by the Word

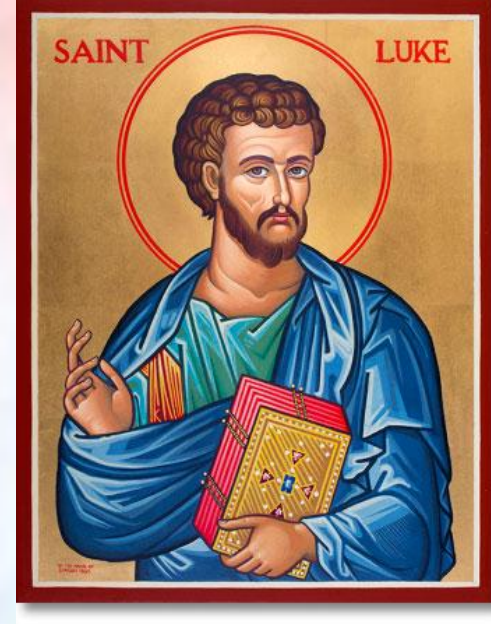


# THE ANNUNCIATION



# THERE'S SOMETHING ABOUT LUKE

- A Syrian of Antioch, a physician and collaborator of Paul.
- Written around 80-90CE.
- Written for a community of Gentile Christians (who did not know Palestine) during a period of Christian expansion.
- Luke's themes – table fellowship; poor and marginalised; Holy Spirit and prayer; compassion and forgiveness; stewardship of wealth; women.
- Luke's Jesus was the saviour of the oppressed.





# WORDS, IMAGES AND EXPRESSIONS



In your group, highlight the

- key words,
- images and
- expressions

What might they have meant at the time the text was written?

# TEXT TYPE – ANNOUNCEMENT

Literary pattern of an announcement –

- an angel
- the person's name and brief description
- the woman or wife will bear a son (never a daughter)
- the son is named
- the name has meaning

(Luke 1: 5–17 – The Birth of John the Baptist Foretold)



What does this Gospel mean for your Catholic school community?

So what is lived and celebrated?

What is *essential* for students to know, understand and appreciate about this passage?



# GETTING INTO THE STORY

- Feelings icon cards
- Character maps
- Feelings thermometers
- Other ideas????



# THE LAST SUPPER

K – Lent/Easter

PP – Celebrate! (Luke 22: 7-13, 14-18)

(B1.1 Illustrates one of the ways Jesus celebrated with his family and friends)

Yr 2 – Joining in the Lord's Meal (Mark 14:  
22-24)

(B2.1 Retells the central incidents from the story of the Last Supper)

Yr 3 – Loving like Jesus (Luke 22: 19-20)



# THE LAST SUPPER ~ p. 7/8



The Last Supper by Harold Copping

The Seder (Passover meal) is a feast that includes reading, drinking wine, telling stories, eating special foods and singing.

As per Biblical command, it is held after nightfall on the first night of Passover (and the second night if you live outside of Israel), the anniversary of the miraculous exodus from Egyptian slavery more than 3,000 years ago.







During the course of the evening, at the meal you would have:

- four cups of wine.
- veggies dipped in saltwater.
- flat, dry cracker-like bread called matzah
- bitter herbs, often horseradish (without additives) and romaine lettuce, dipped into charoset (a paste of nuts, apples, pears and wine).
- lamb



Each item has its place in a 15-step choreographed combination of tastes, sounds, sensations and smells that have been with the Jewish people for millennia.

Ceremonial foods are all arranged on a platter, called a ka'arah or Seder plate. There may be one ka'arah for the entire Seder, or several.

# THE SEDER MEAL

## MATZVAH

Represents the speed with which they had to leave Egypt.

## BITTER HERBS

Represents the bitter times of slavery in Egypt.

## PARSLEY

Represents a fresh start after Egypt.

## ROASTED EGG

Represents a new life after Egypt.

## SALT WATER

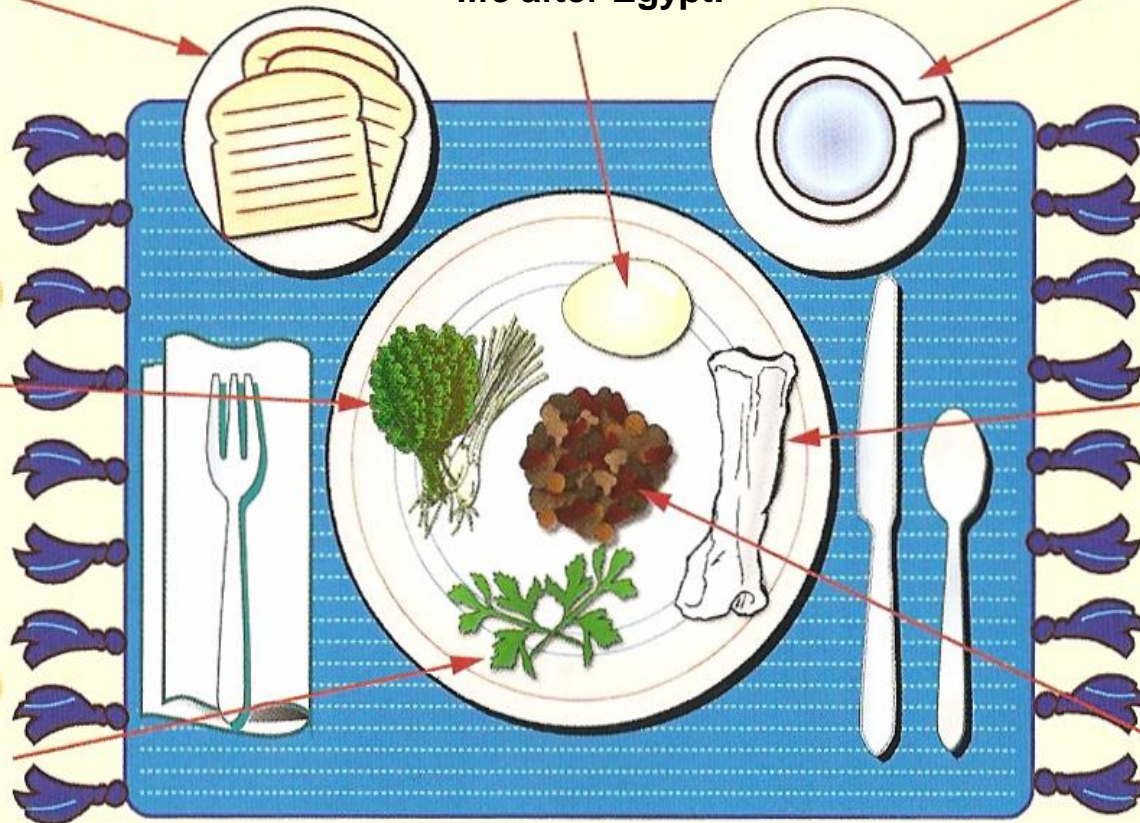
Represents the tears of the Israelite slaves in Egypt

## LAMB BONE

Represents the Lamb sacrificed at Passover and later at the Temple.

## CHAROSET

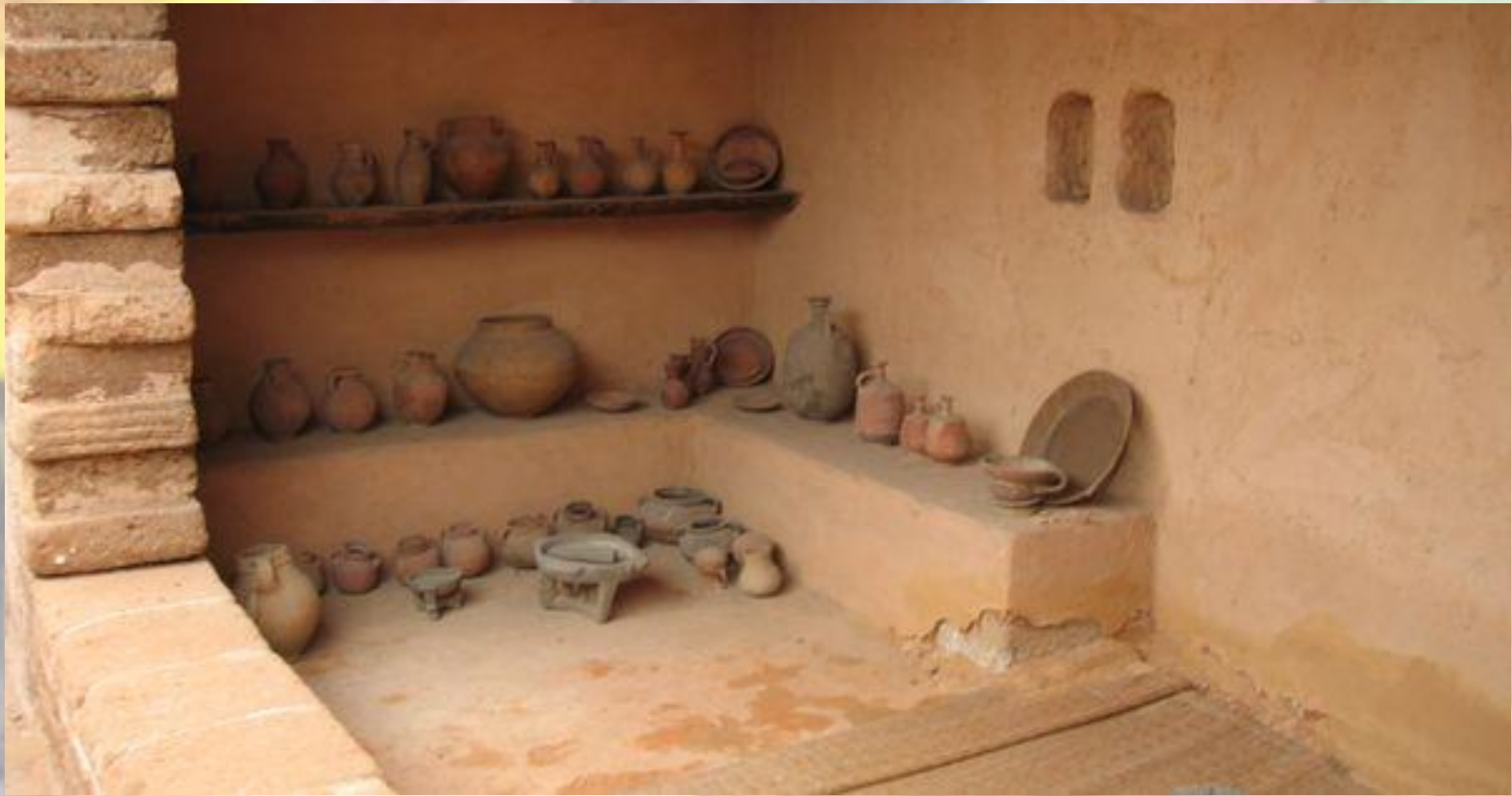
Represents the mortar used by the slaves to make bricks in Egypt



The Seder Meal reminds Jews of how they were set free from Egypt long ago









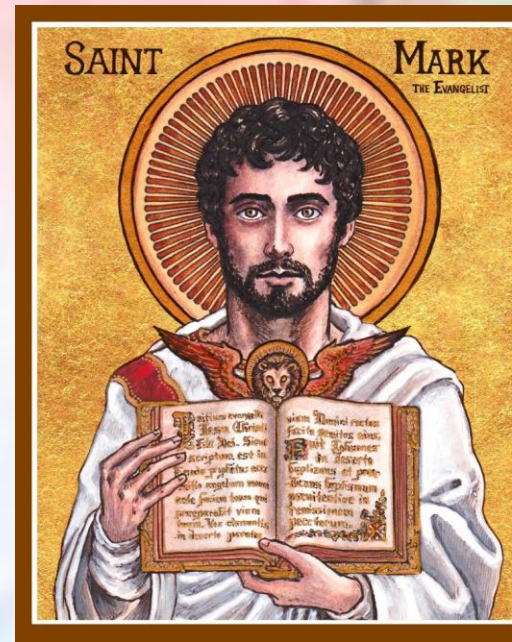
# REMEMBER LUKE'S THEMES?

- Luke's themes – table fellowship; poor and marginalised; Holy Spirit and prayer; compassion and forgiveness; stewardship of wealth; women.



# THERE'S SOMETHING ABOUT MARK

- Unknown
- Thought to have been written around 65–70CE in Rome. First gospel.
- Writing for a community of Gentiles, non-Palestinian who were under threat of persecution. Shocked by the impending destruction of Jerusalem.
- Mark's themes: uses geography metaphorically. Gives a very human portrait of Jesus and the disciples. Discipleship and what that means are a strong theme.
- Mark's Jesus is seen as a suffering messiah. Passion and resurrection are key to understanding Jesus.





# WORDS, IMAGES AND EXPRESSIONS

In your group, highlight the

- key words,
- images and
- expressions

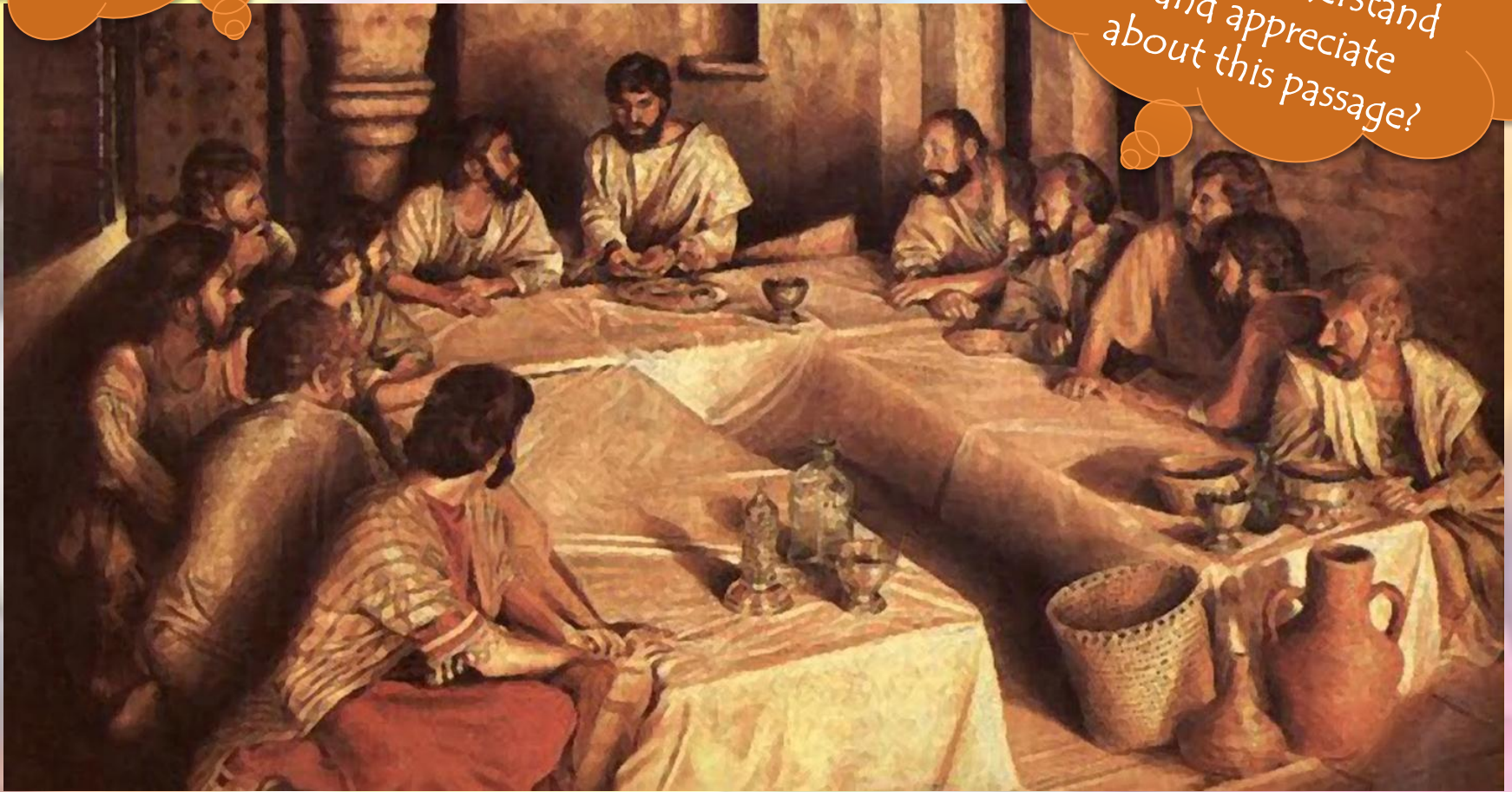


What might they have meant at the time the text was written?

What does this Gospel mean for your Catholic school community?

So what is lived and celebrated?

What is *essential* for students to know, understand and appreciate about this passage?



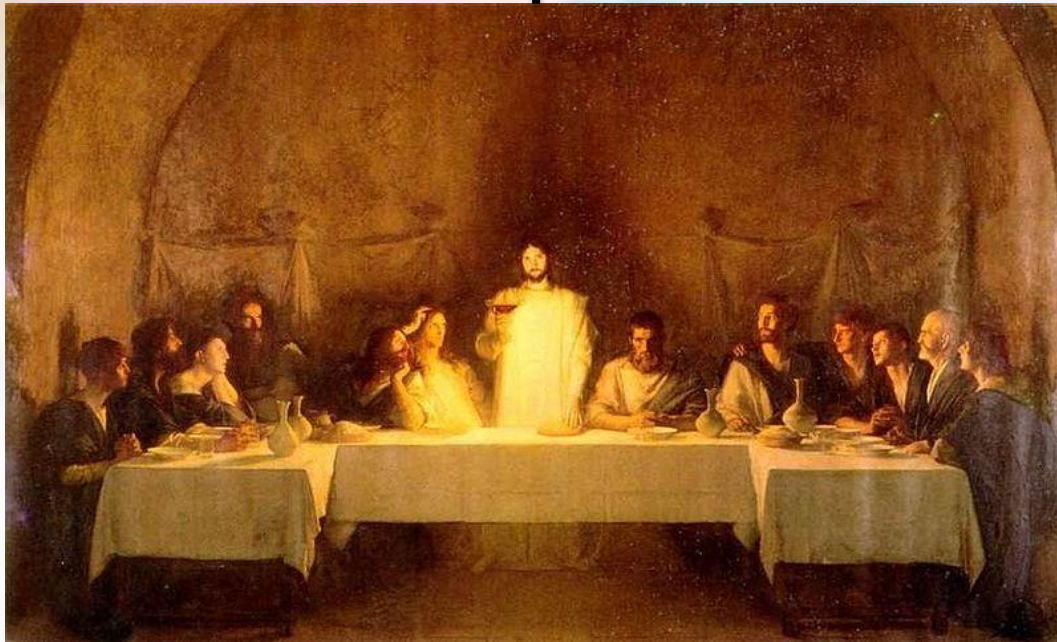
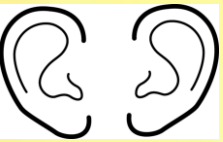
# GETTING INTO THE STORY

- Y charts
- Ordering of importance



Jesus

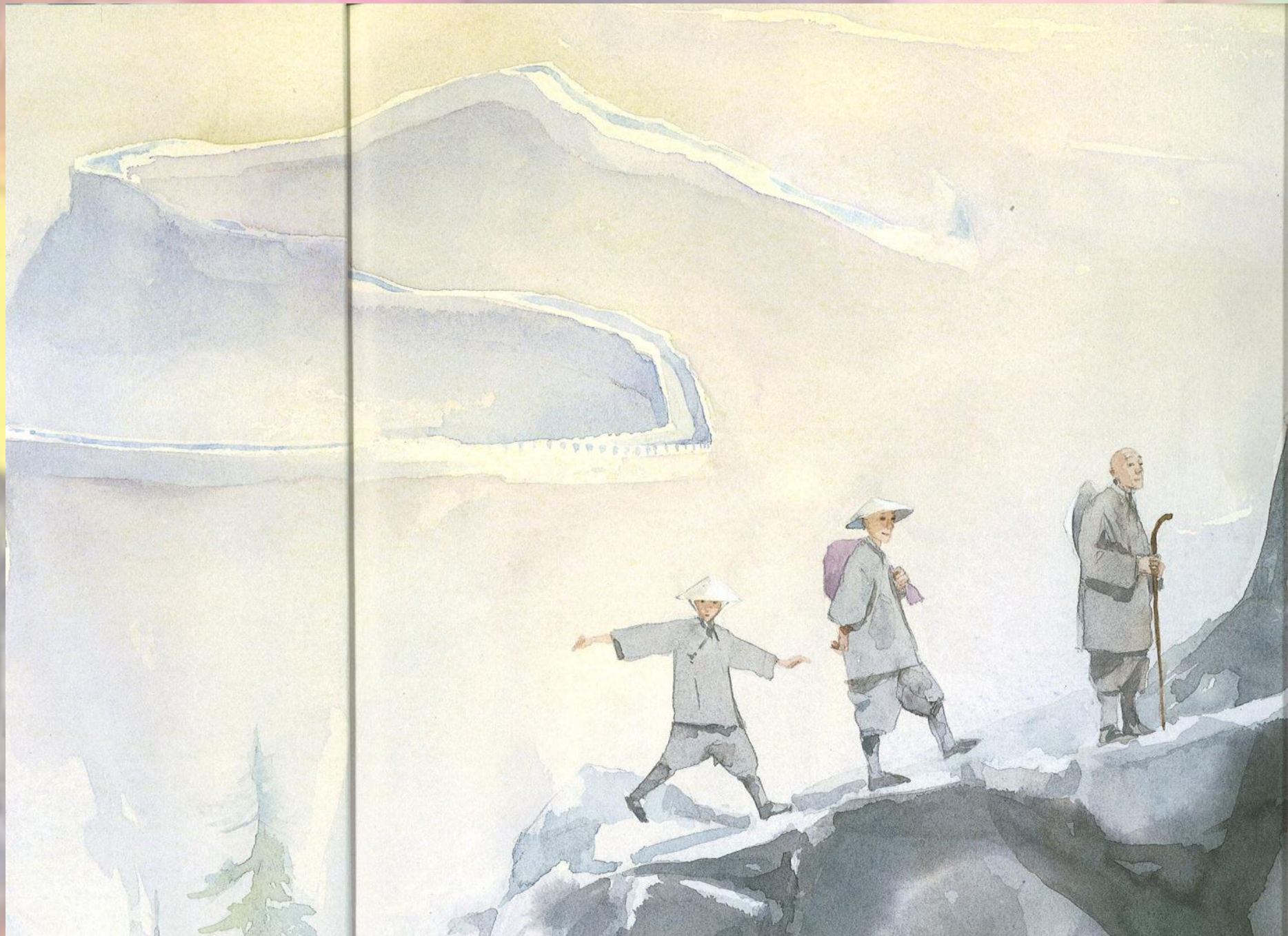
Disciples



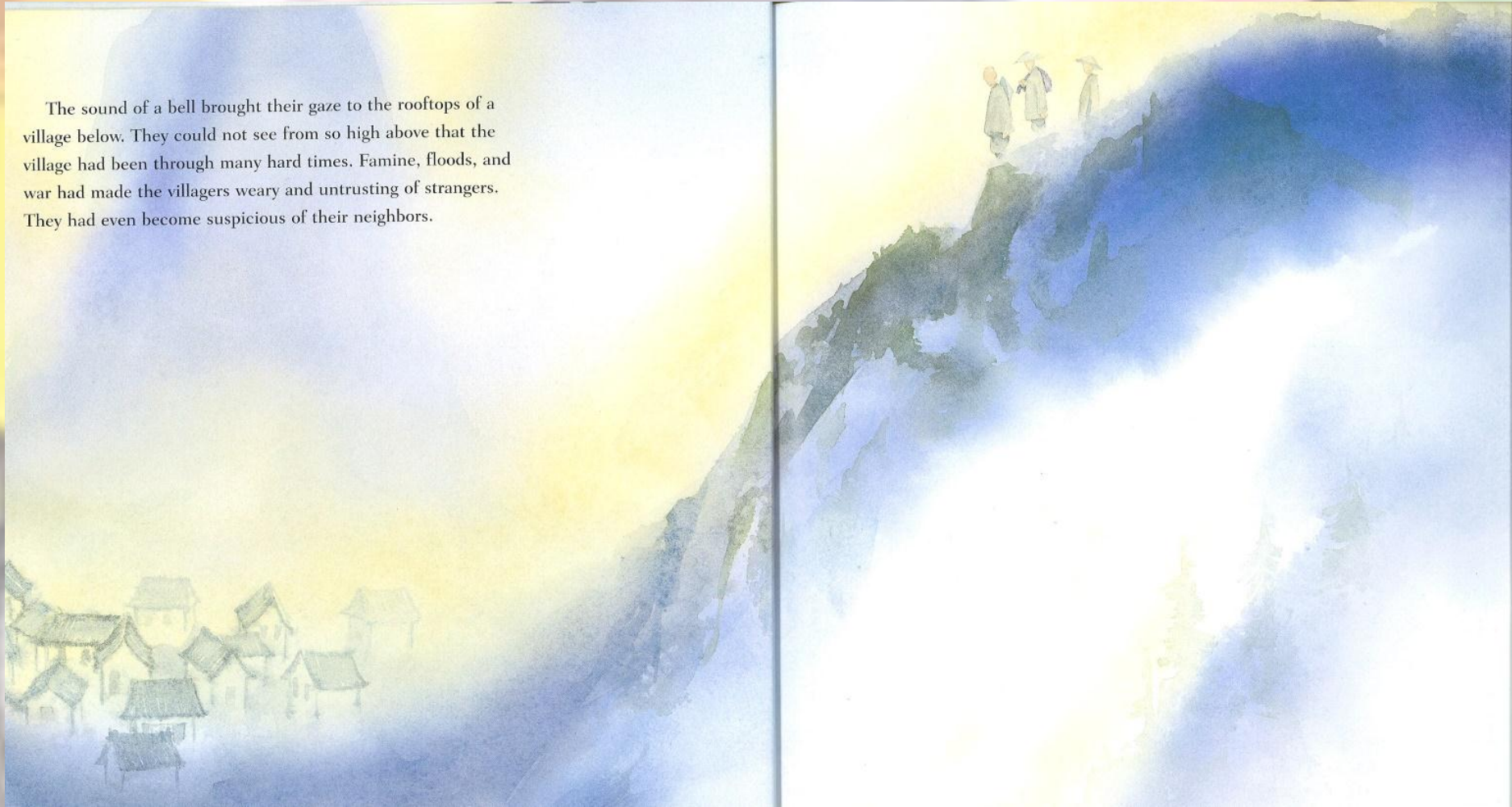
# Stone Soup



*Jon J Muth*



The sound of a bell brought their gaze to the rooftops of a village below. They could not see from so high above that the village had been through many hard times. Famine, floods, and war had made the villagers weary and untrusting of strangers. They had even become suspicious of their neighbors.



The villagers worked hard, but only for themselves.



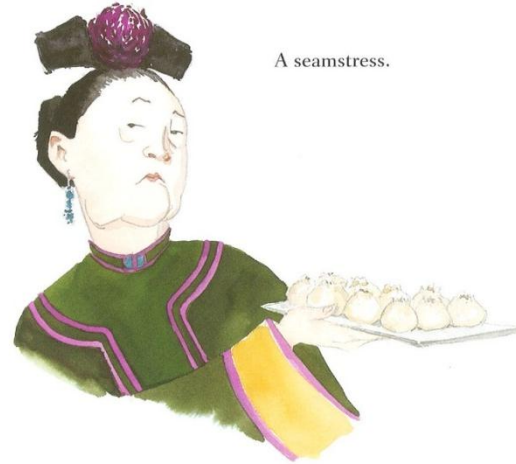
There was a farmer.

A tea merchant.



A scholar.

A seamstress.



A doctor.

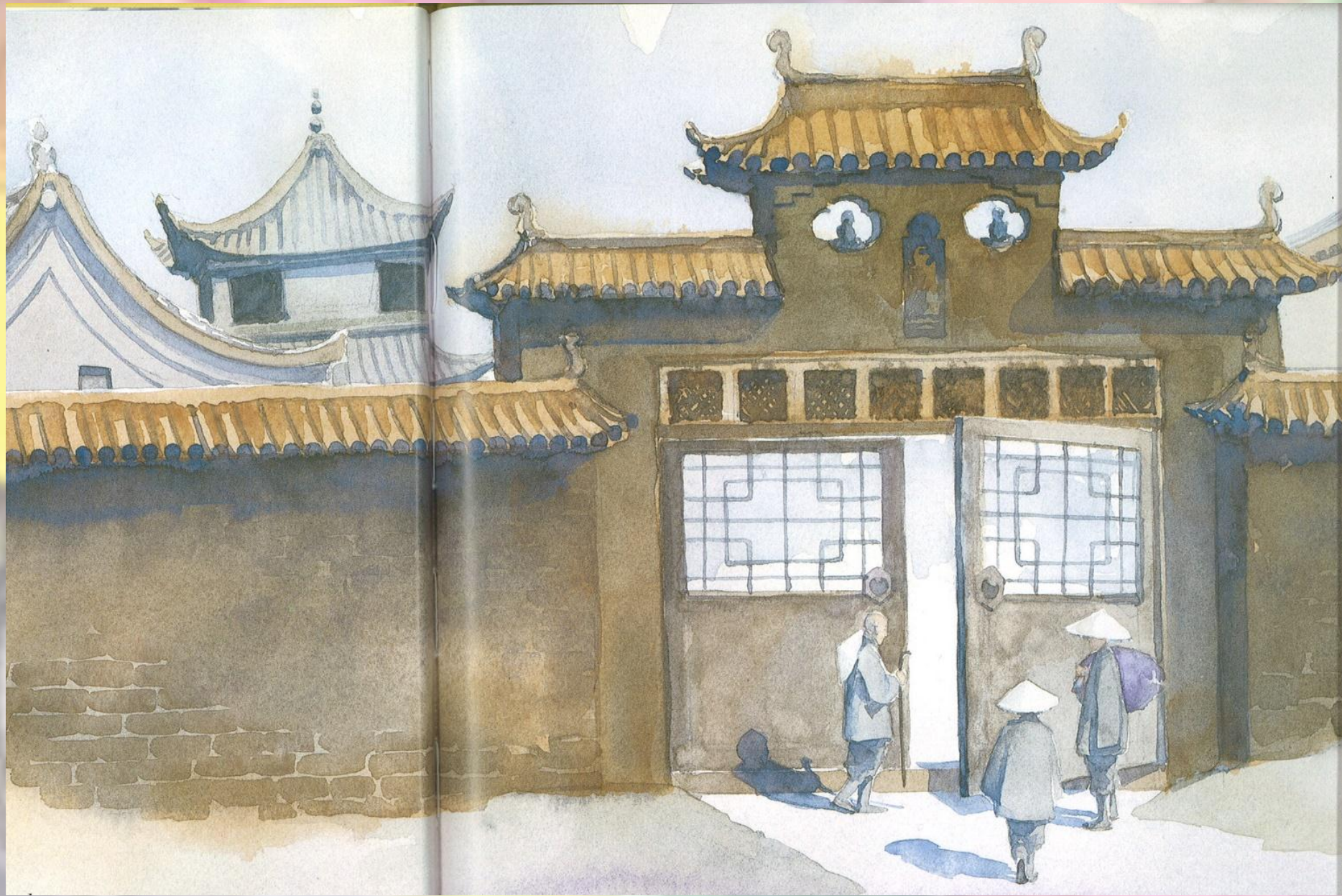


A carpenter . . .  
. . . and many others.



But they had little to do with one another.

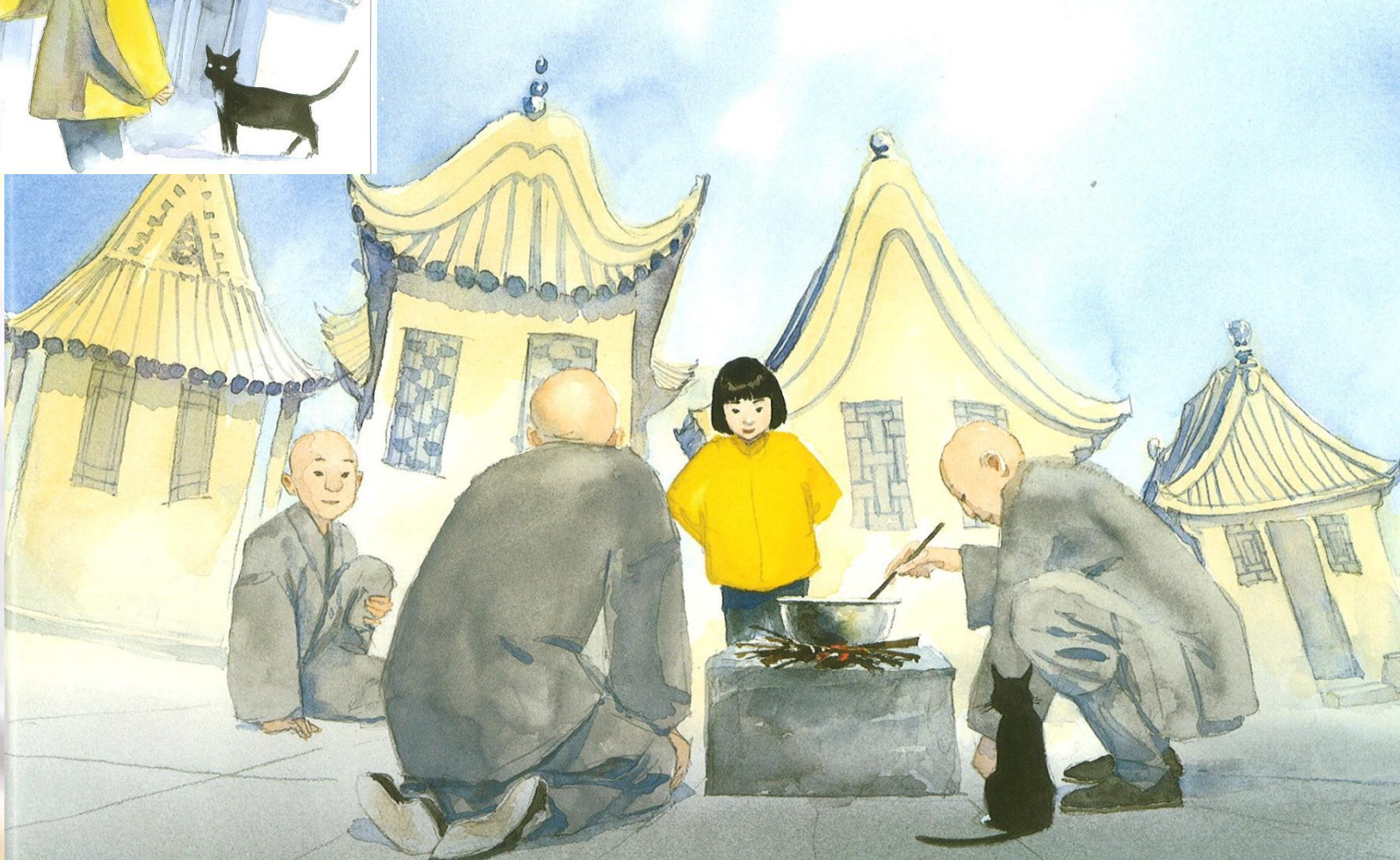
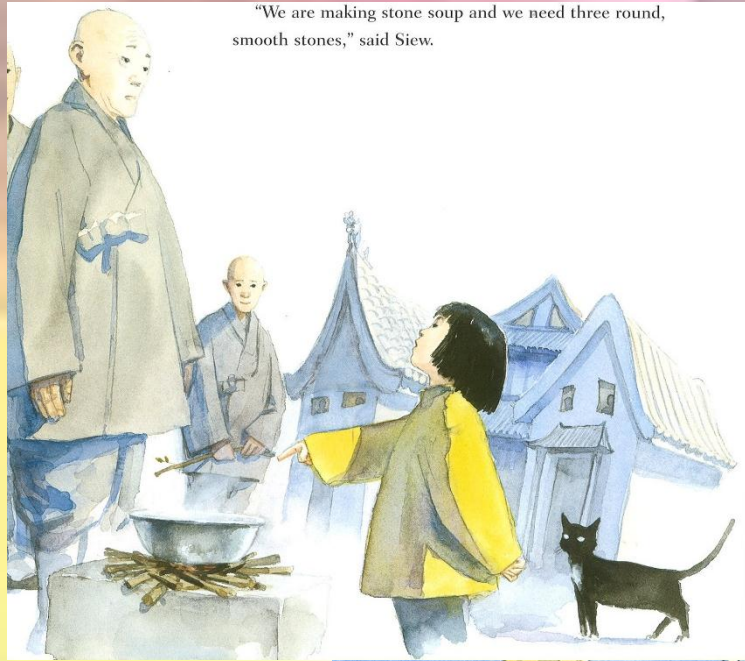


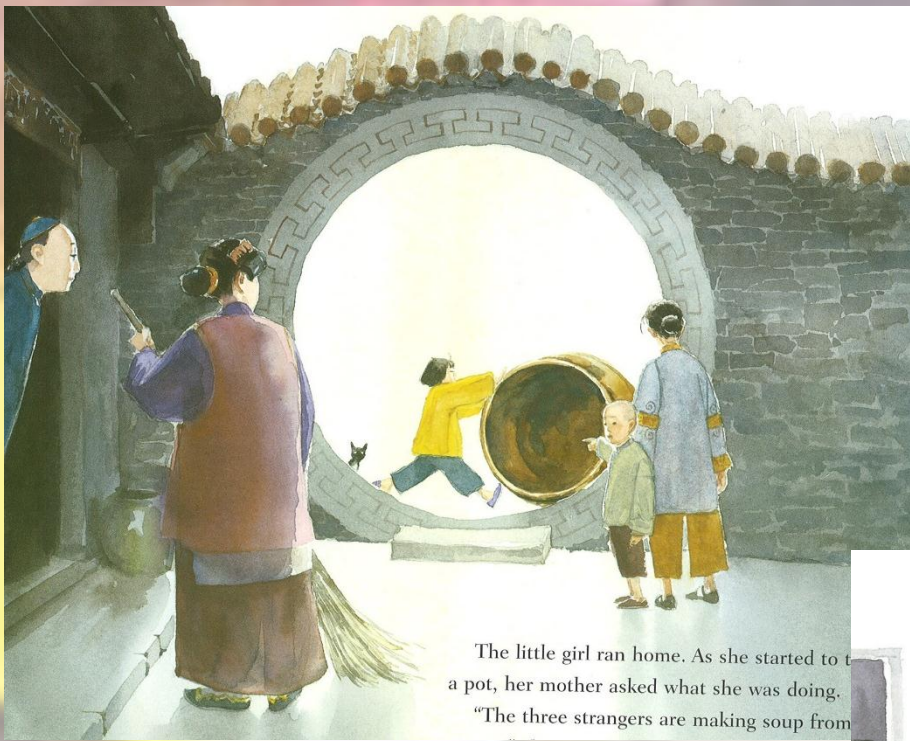






"We are making stone soup and we need three round, smooth stones," said Siew.

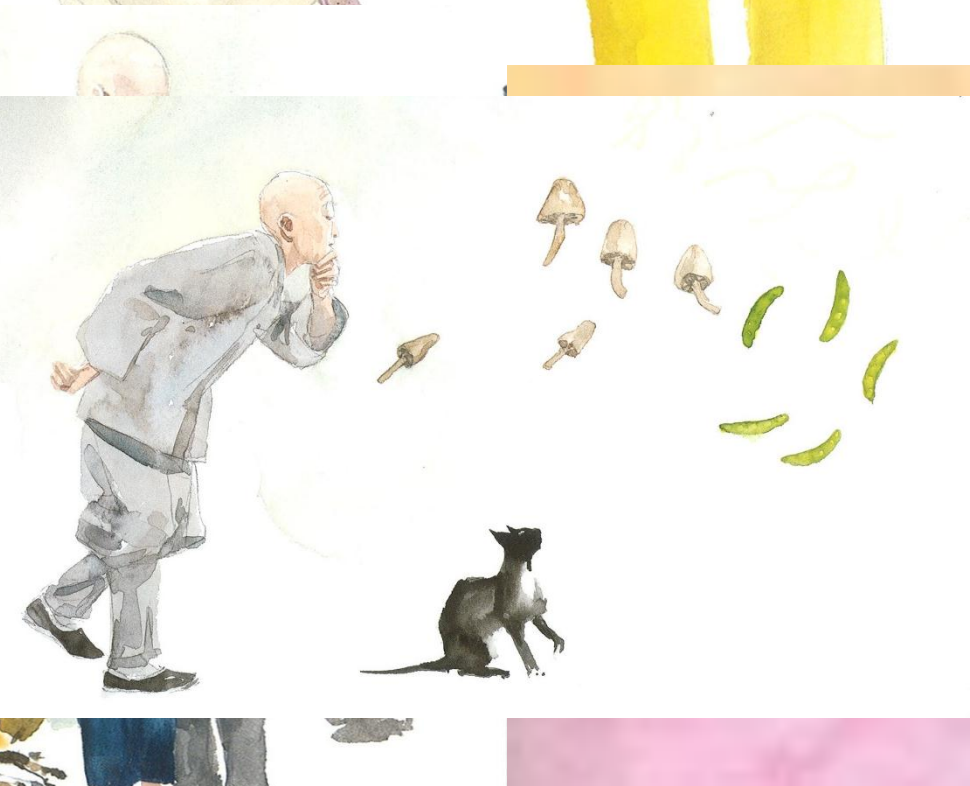
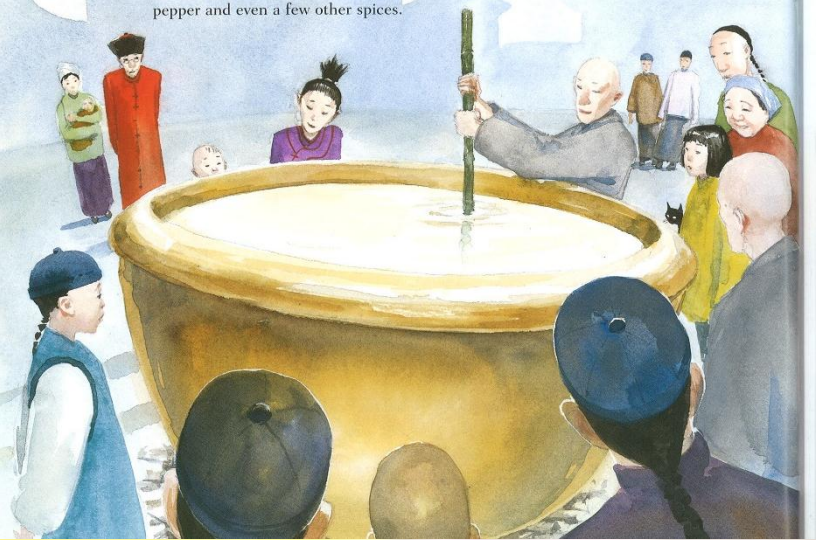




The little girl ran home. As she started to  
a pot, her mother asked what she was doing.  
“The three strangers are making soup from



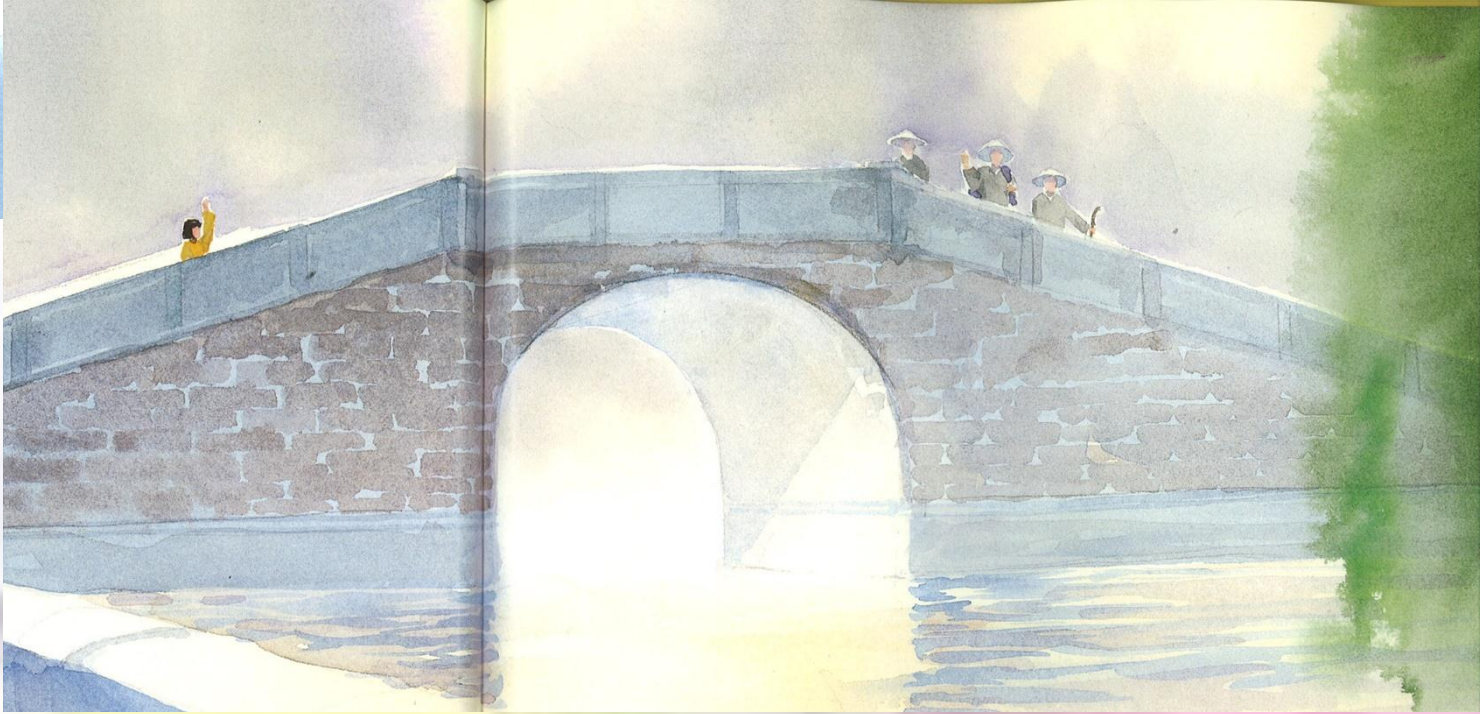
pepper and even a few other spices.











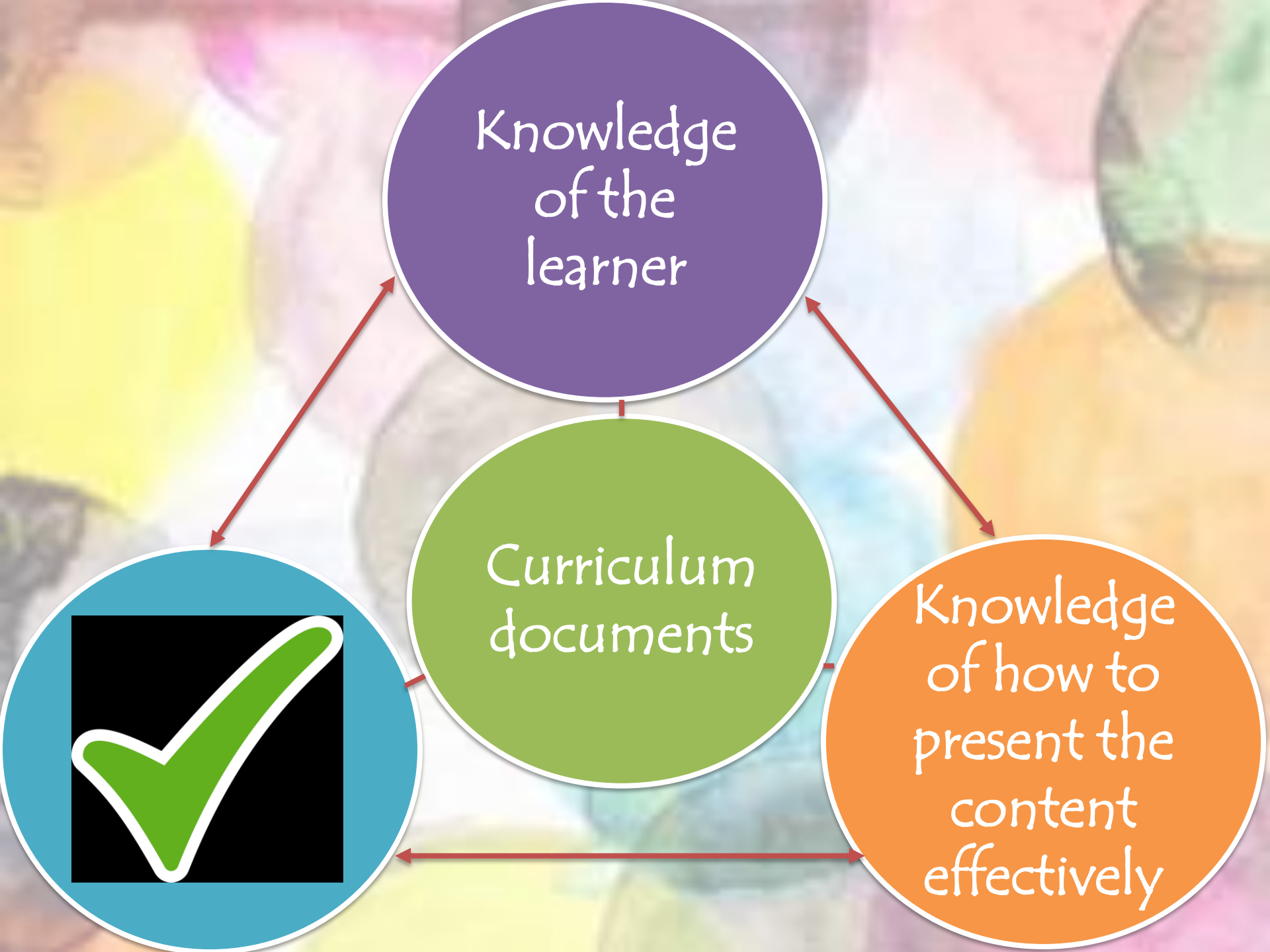
# REFLECTION



May your Coffee  
be Strong & Hot...



and  
your  
**FRIDAY**  
at work  
**SHORT!**



Knowledge  
of the  
learner

Curriculum  
documents

Knowledge  
of how to  
present the  
content  
effectively



# KNOWLEDGE OF THE LEARNER/ HOW TO PRESENT THE CONTENT

Teachers have deep knowledge of their students that enables them to provide the most effective teaching and learning strategies and activities.

Teachers need to implement activities that appropriately and effectively meet the need of their learners and consider students' characteristics, contexts, dispositions and learning styles.



# YOUNG CHILDREN'S LEARNING

- Personal experience and participation
- Imagination
- Senses
- Environment
- Play
- Problem solving, investigation, testing, risk-taking
- Interaction and response
- Concrete materials
- Scaffolding
- Explicit and intentional teaching with class, groups and individuals
- Assessment *for, as* and *of* learning

# CONTEXTS FOR LEARNING



- Sustained shared conversations
- Stories
- concrete materials (puppets, games)
- drama experiences
- learning centres, learning hunts, webquests
- Artworks
- individual and/or groups activities





# CONSIDERATIONS, CONCERNS AND CAUTIONS

"Don't teach anything that has to be retaught"  
(Stead, 1996)



- Gospel version or adaptation
- How you use/implement Godly Play
- How you represent each Gospel

# ADAPTING THE BIBLICAL TEXT

Three key guidelines:

- ✓ Use the text itself
- ✓ Adapt as necessary
- ✓ Remain as faithful to the text as possible



# ADAPTING THE BIBLICAL TEXT

Criticism of children's Bibles and Bible stories, videos, YouTube clips is valid on several grounds:

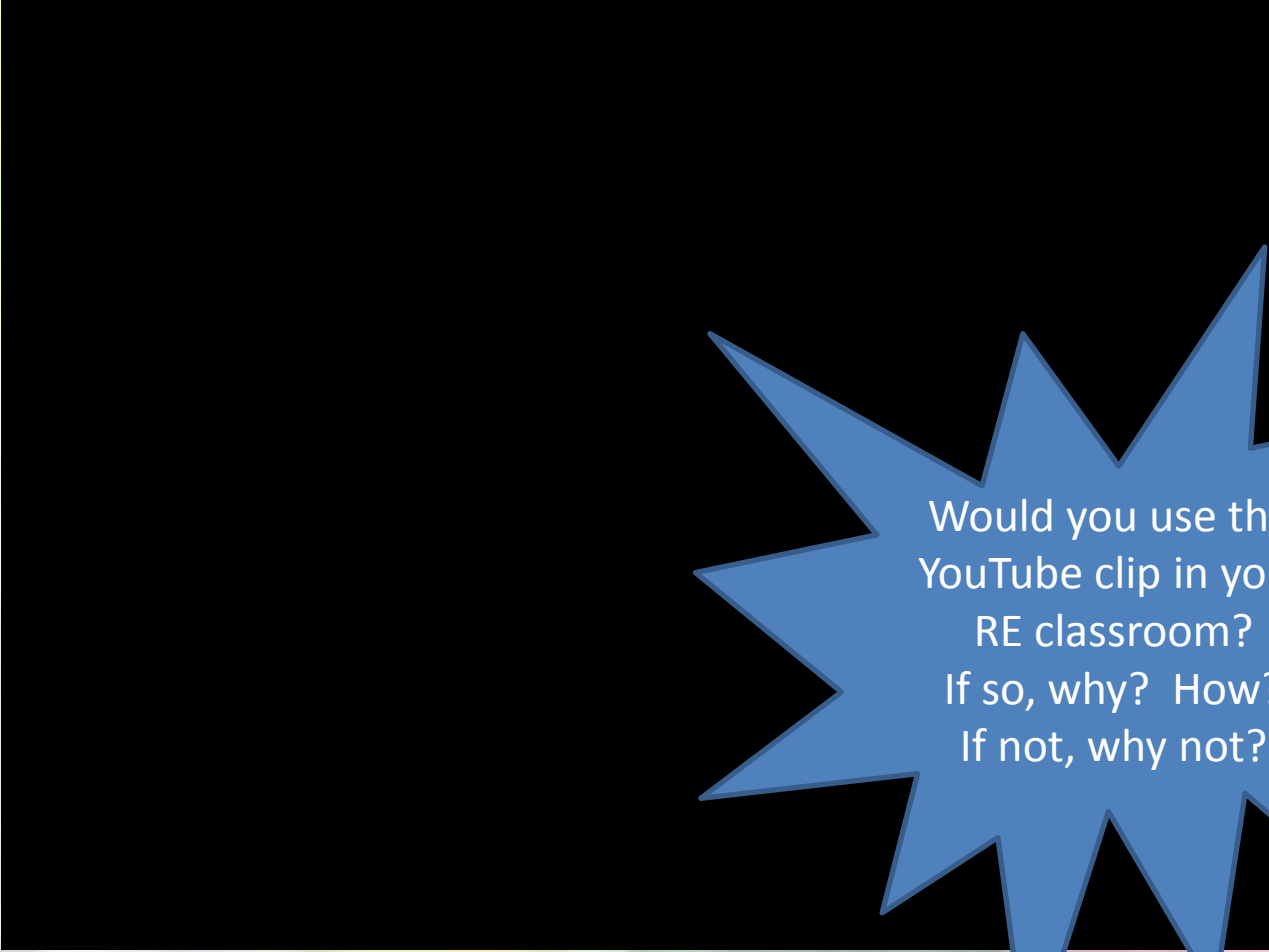
- ❑ Many are so laden with interpretation that it is difficult to recognise the original text
- ❑ Many ignore the literary form used by the author
- ❑ Most combine the four gospels into one narrative
- ❑ Most create the impression that it is possible to write a life of Jesus
- ❑ Many present the characters, particularly Jesus, in a sentimental way
- ❑ Some use language that is childish, even trivial.

# GODLY PLAY



- Is the script faithful to the specific text?
- Is the language reflective of the original text?
- Are the props authentic to first century Palestine?
- Is the pedagogy reflective of contemporary early childhood education theory?
- Is the theology in line with Catholic theology?
- Will anything require reteaching?

# YOUTUBE CRITIQUE



Would you use this  
YouTube clip in your  
RE classroom?  
If so, why? How?  
If not, why not?

# TEACHING STRATEGIES/ACTIVITIES

## 1. CREATE A BIG BOOK

- Choose one of the Gospels explored today and adapt it appropriately for one of your classes.
- Format your presentation into a Big Book presentation.

## 2. CREATE A LEARNING ENVIRONMENT

- Using the Last Supper as a focus, plan a learning environment to develop the learning around the story.

## 3. CREATE A CHARACTER MAP

- Choose one of the Gospels explored today and create some character maps for the story.

## 4. CREATE A SENSES BOX

- Using the Last Supper as a focus, plan a senses box and a script to help tell the story to your students.

## 5. CREATE A STORY BAG

- Using the Last Supper as a focus, plan a story bag and a script to help tell the story to students.

# PLANNING AUTHENTIC TEACHING AND LEARNING

1. Identify the learning intentions
2. Generate inquiry question and product that communicates student's learning
3. Investigate the question – decide on teaching and learning sequence that will scaffold, support, provoke, challenge, activate etc. children to successfully investigate and answer the question. Consider:
  - ❖ How students learn
  - ❖ How teacher responds to and activates students learning
4. Evaluate at the end of the unit in terms of:
  - ❖ Inquiry question
  - ❖ Teaching and learning activities
  - ❖ Children's engagement and achievement of learning intentions
  - ❖ Resources etc...

# GENERATE INQUIRY QUESTIONS AND PRODUCT

Generate a question that will synthesise all aspects of the learning intentions and children's learning and skills:

- Does the question incorporate all learning points and intentions?
- Does the question enable a variety of approaches, learning styles, skills and responses to be used?

How will children communicate and demonstrate their learning in an authentic way?

- Does the product reflect the learning intentions?
- Does it include all aspects of the learning sequence?
- Does it enable all children to participate and contribute?
- Can there be an audience?



# INVESTIGATE THE QUESTION

Consider:

- How children learn
- What scaffolding, prompting, provoking, intentional teaching, etc. will respond to children's learning?
- Available resources
- Timing

How will we engage  
children's learning?

# AUTHENTIC ASSESSMENT/ RICH TASK

As a highly regarded and well-respected early years teacher, you are invited to contribute to your colleagues professional knowledge and skills by presenting a curriculum overview outlining how you would teach a specified Gospel to students in your class.

Your overview is to include the following core points:

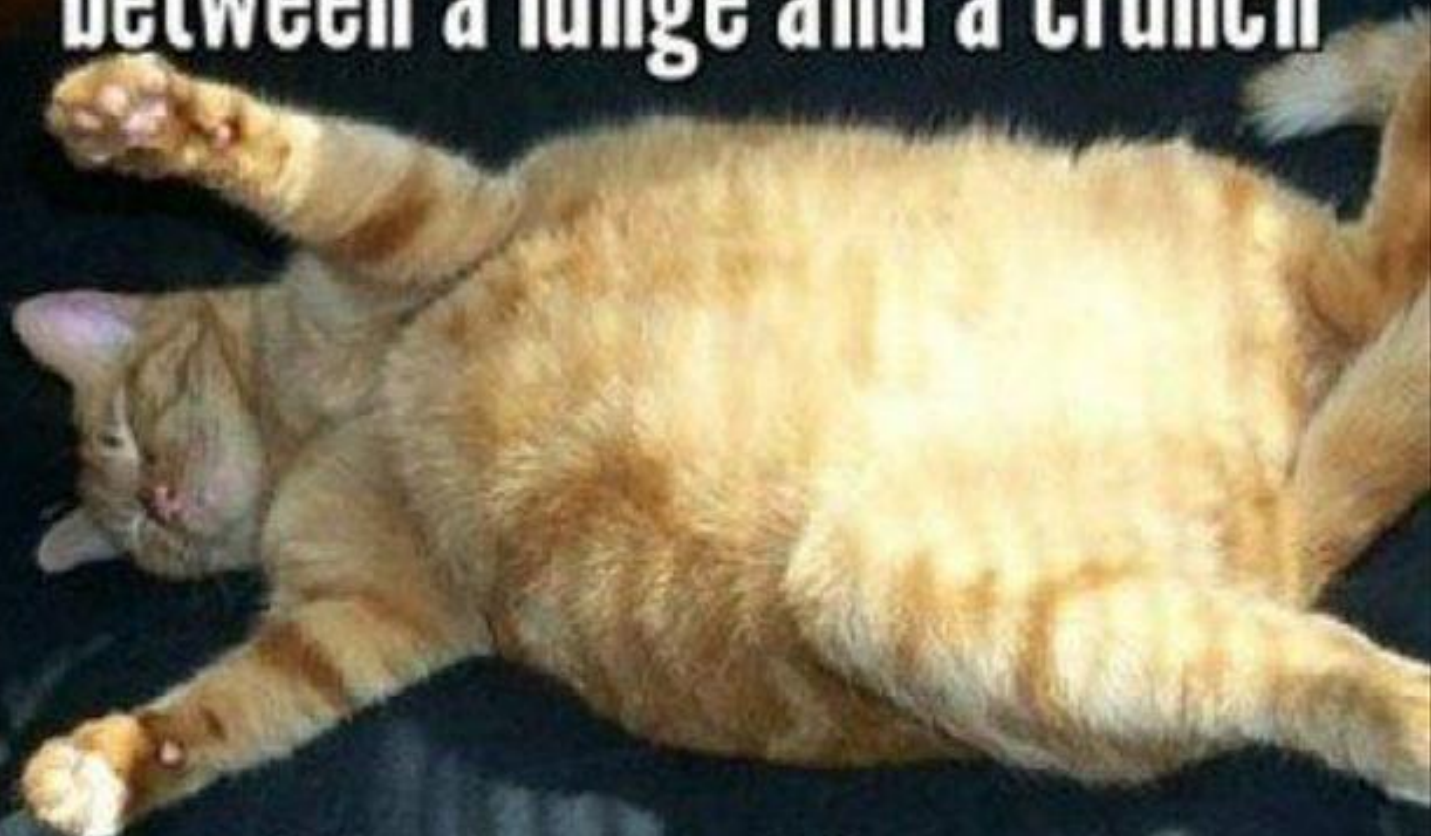
1. Identify year level and specific gospel
2. Identify the specific learning point you are teaching from the unit
3. Generate an inquiry questions
4. Outline how students will communicate their answer/response to inquiry question
5. Outline explicitly what and how students will investigate, including what they will learn and do, as well a demonstrate a part of the investigative process
6. Outline explicitly what teacher will need to teach, to support and engage student learning and investigation, and how teacher will assess students' learning
7. Suggest how teacher might evaluate the unit.



# REFLECTION



**My favorite exercise is a cross  
between a lunge and a crunch**



**It's called lunch**

*El Arroyo*



**FUN-SIZED CANDY  
BARS AREN'T FUN  
AFTER YOU'VE  
HAD 37**

LIKE US ON FACEBOOK  
**/ELARROYOAUSTIN**

FOLLOW US ON INSTAGRAM  
**@ELARROYO\_ATX**

**NEXT TIME YOU'RE AFRAID  
TO SHARE IDEAS  
REMEMBER SOMEONE  
ONCE SAID IN A MEETING  
LET'S MAKE A FILM WITH A  
TORNADO FULL OF SHARKS**

iMovie



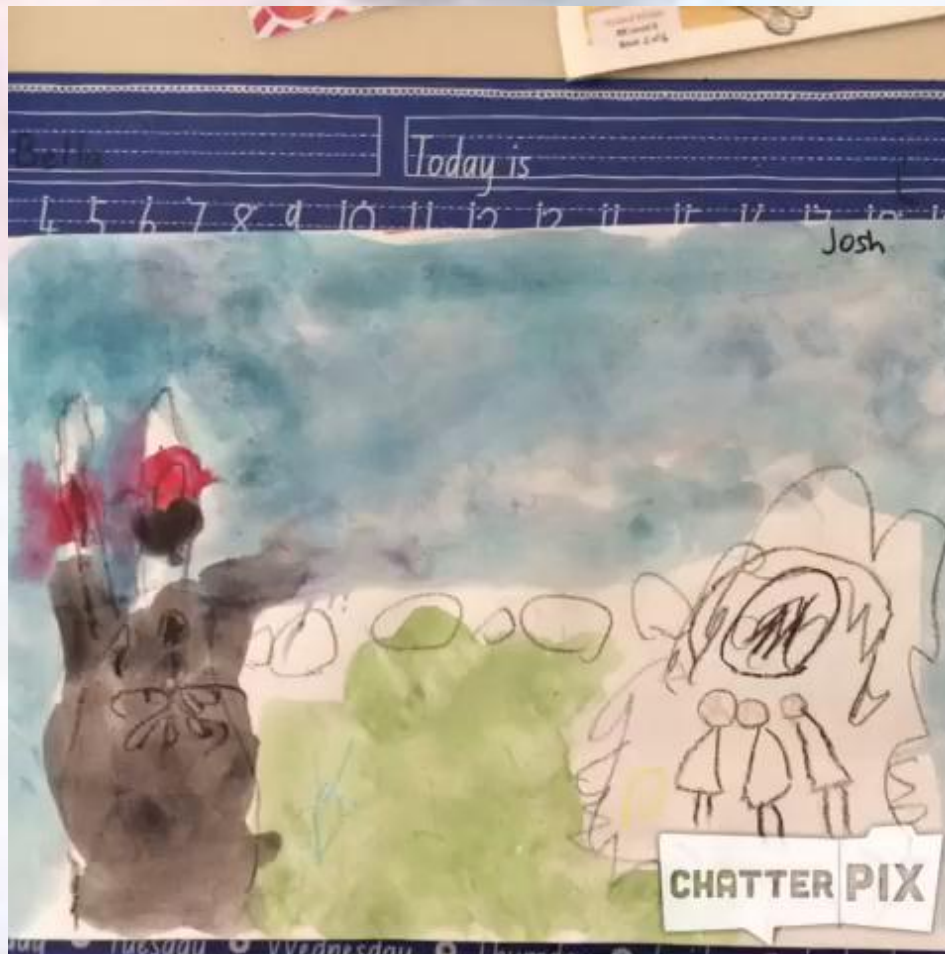
*The story  
of Creation*

**Created by Kindy 2016**

**St Joseph's School, Kununurra**



# Chatterpix app



od is with me.

\*\*\*\*\*



\*\*\*\*\*

names?

\*\*\*\*\*

\*\*\*\*\*

"Every time I see or  
hear my name, I  
know that God is with  
me.

Thank you God'

Wonder Question

I wonder why we all  
have names?

\*\*\*\*\*

\*\*\*\*\*

"Every time I see

\*\*\*\*\*



\*\*\*\*\*

Wonder

Another way to use stones: Emotistones. Draw eyes, noses mouths and hairy bits (brows, moustaches, beards etc) and use them at various points in a Bible story to explore how the characters might have been feeling



- Which hymn reflects the message of the Gospel?
- Is there a particular symbol that reflects the Gospel message?
- Choose or write an opening prayer.



- Choose a gospel
- Decide a particular message of that Gospel you wish to emphasise.

- WE GATHER (Introductory Rites)**
- Welcome
  - Sign of the Cross
  - Processional hymn
  - Opening prayer

- WE LISTEN (Liturgy of the Word)**
- Gospel acclamation
  - Gospel
  - Prayer of the Faithful

- Write or choose Gospel Acclamation.
- Writer prayer of the faithful that reflect the Gospel message.

- How can symbol be shared? Or
- Who will share/lead reflection?

- WE REFLECT AND SHARE (Liturgy of the Eucharist)**
- Symbolic actions related to the scripture; or
  - Reflection/hymn reflecting the Gospel message

- WE GO AND ACT (Concluding Rites)**
- Closing prayer
  - Sign of the Cross
  - Recessional Hymn

- Write a closing prayer that includes some form of action for children to take away.
- Choose a final hymn.

What does this Gospel mean for your Catholic school community?

So what is lived and celebrated?

What is *essential* for students to know, understand and appreciate about this passage?





### **GROUP ONE**

- Prepare and organise symbols and setting the sacred space.
- Write and organise reader for Opening Prayer.

### **GROUP TWO**

- Writer and organise the Gospel Acclamation.
- Organise reader for the Gospel.

### **WE GATHER (Introductory Rites)**

- Welcome
- Sign of the Cross
- Processional hymn
- Opening prayer

### **WE LISTEN (Liturgy of the Word)**

- Gospel acclamation
- Gospel
- Prayer of the Faithful

### **GROUP THREE**

- Write and organise Prayer of the Faithful.

### **GROUP FOUR**

- Prepare how symbol will be shared.
- Organise leaders/readers for this.

### **WE REFLECT AND SHARE (Liturgy of the Eucharist)**

- Symbolic actions related to the scripture; or
- Reflection/hymn reflecting the Gospel message

### **WE GO AND ACT (Concluding Rites)**

- Closing prayer
- Sign of the Cross
- Recessional Hymn

### **GROUP FIVE**

- Write and read Closing Prayer.



**WE GATHER  
(Introductory Rites)**

- Welcome
- Sign of the Cross
- Processional hymn
- Opening prayer

**WE LISTEN (Liturgy of  
the Word)**

- Gospel acclamation
- Gospel
- Prayer of the Faithful

**WE REFLECT AND  
SHARE (Liturgy of the  
Eucharist)**

- Symbolic actions related to the scripture; or
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**WE GO AND ACT  
(Concluding Rites)**

- Closing prayer
- Sign of the Cross
- Recessional Hymn

# REFLECTION/FEEDBACK

