

 <p>THIS IS <i>our faith</i></p>	RERC				
	This Is Our Faith Planning Exemplars				
	P4	Suggested Theme: Mary Mother of God		Suggested Timescale: 4 Weeks	
		Dates: May or October			
Practitioner:		Class: P4			

TIOF Core Learning
<p><u>Revealed Truth of God</u> I know that, when I experience difficult moments in my life, I can ask the Holy Spirit to guide, strengthen and console me. (1) I have listened to Psalm 62 (Hope in God alone) and know that I can always trust in God’s love when I experience difficult times. (2)</p> <p><u>Son of God</u> I can hear, read and recount the visit of the Magi/wise men (Matthew 2: 1-12). (3) I know that a prophet in the Old Testament had written that the Saviour would be born in Bethlehem (Micah 5:1-5), and this is why Herod directed them to Bethlehem. (3) I know that, just as the Magi journeyed together to Bethlehem, so during Advent I am journeying towards Christmas with my class, school, family and parish. (4) I know that Jesus was born in a special and unique way, by the action of the Holy Spirit and I understand the title “Blessed Virgin Mary” is given to the Mother of Jesus. (5)</p> <p><u>Signs of God</u> I can hear, read and respond to the following passage from Sacred Scripture about the Holy Spirit and I can recognise the role of the Holy Spirit in the life of Mary. <ul style="list-style-type: none"> • The Annunciation (Luke 1: 26-38, particularly verse 35). (6) </p> <p><u>Word of God</u> I know that, when I listen prayerfully and attentively to God’s Word, I open my heart to the Holy Spirit. (7) I can recognise how Mary listened to God’s Word and responded to it and, under the influence of the Holy Spirit, witnessed to God in her life. (8)</p> <p><u>Hours of God</u> I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. (9) I know the Sorrowful Mysteries of the Rosary. (10) I can participate in the creation of a prayer space in my classroom in honour of Mary – especially during the season of Advent and the months of May and October. (11) I can recognise images and icons of Mary in the Church and in school. (12) I can participate in a simple liturgical procession honouring Mary and I can connect this to other liturgical processions e.g., Entrance procession at Mass, Gospel Procession, procession at the Presentation of the Gifts. (13) I know that the Rosary is a special prayer that helps us to honour Mary and tells us about the life of Jesus. (14) I can say a decade of the Rosary using Rosary beads. (15) I know that I can pray decades of the Rosary to Mary for myself, my family and for others. (16)</p>

Experiences and Outcomes:
<p><u>Son of God</u> P4 RERC 1-03a I am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times.</p> <p><u>Son of God</u> P4 RERC 1-05a I am familiar with the Christmas story and I know that at Christmas we celebrate the birth</p>

of Jesus the Son of God and Son of Mary.

Signs of God

P4 RERC 1-09a I am exploring the Sacraments of Initiation and Reconciliation and I have reflected on how the Sacraments help to nurture faith. (not a focus for assessment)

Word of God

P4 RERC 1-11a I can share some Bible stories and I can explore how God speaks to us through these stories. I have reflected on how these stories can help me to live a Christian life.

Hours of God

P4 RERC 1-14a I can recognise the importance of personal prayer and communal prayer in the growth of all people's relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God.

P4 RERC 1-15a I can honour Mary as Mother of Jesus and Our Mother. I can share why we honour her.

Learning Intentions:

I am learning:

1. To read Biblical Texts and explore their meaning.
2. About the unique relationship Mary has with God and the example she gives to me.
3. About the unique place Mary has in the life of the Church
4. To connect my learning about the Sacraments of Initiation to the working of the Holy Spirit in the life of Mary.
5. Why personal prayer is important in developing my relationship with God.
6. To participate in the devotional life of the Church and understand the importance of communal prayer in building up and sustaining the Church.
7. About the structure of the Rosary and how it leads me to reflect with Mary on the life of her Son.

Success Criteria:

1. I can read texts from the Bible and explore their meaning for me.
2. I can discuss the unique relationship that Mary has with God and use this to reflect upon my own relationship with God.
3. I can describe the unique place that Mary has within the life of the Church.
4. I can make links between my learning about the Sacraments of Initiation and how the Holy Spirit works in the life of Mary
5. I am developing a deeper sense of prayer in my own life.
6. I can recite popular prayers that focus on Mary's intercession.
6a) I can participate in the Communal Prayer of the Church.
7. I know how to use Rosary Beads and I can use these to reflect with Mary on the life of her Son.

Planning Outline (including what pupils could write /say/make/do as a result of learning):

Context and Prior Learning:

This learning follows on from the Early Level and the beginning of the First level understanding about the place of Mary in the life of Jesus and the life of the Church. Within these areas of learning, learners will have been introduced to the stories of the Annunciation, the Visitation and the Birth of Jesus and how Mary was called to be the Mother of Jesus through the power of the Holy Spirit. They will have explored how Mary said “Yes” to God at different stages of her life and how they can follow her example. Learners will have learned the “Hail Mary” and will be able to see the development of this prayer through the important times in Mary’s life. They will recognise images of Mary and understand why these are important in their personal prayer and in the prayer life of the Catholic Community.

Planned Learning and Teaching

This unit further develops the unique relationship Mary has with God and with the Church and how she stands as a role model for people in their relationship with God.

At the beginning of each unit the practitioner introduces the learning intentions, success criteria and key vocabulary.

(Key words from this unit – Mother of God, chapter and verse, intercession, icon, Rosary, devotion – are displayed with their meaning. This can be done either on the white board or as the start of a learning wall for this unit.)

L.I. 1, 2

Starter question: Who is Mary?

[This question is displayed on the white board.]

The unit begins with this question to revisit prior learning and to help learners begin to explore the life of Mary in a deeper way. Learners are asked to think about this question but not to respond at this time.

DRAMA (Practitioner in Role)

Practitioner sits at the front of the class and tells Mary’s story in the first person using the prior knowledge that learners will have about Mary’s Life. Learners will be given an opportunity to question Mary about the events of her life.

Practitioners speak in the voice of Mary describing events in her life:

- ***The betrothal to Joseph***
- ***The visit from the Angel Gabriel***
- ***The visit to Elizabeth***
- ***The Journey to Bethlehem and finding no room to stay***
- ***The birth of Jesus and the visit of the Magi***
- ***The flight to Egypt***
- ***Watching Jesus being arrested and his trial***
- ***Seeing Jesus carry the cross, his crucifixion and his death***
- ***Jesus being laid in the tomb***

- *Jesus rising from the dead*

Who is Mary?

The practitioner comes out of role and discusses with the children what they already know about Mary's life and these are recorded on the white board. Following this, the practitioner asks learners where to find accounts of Mary's life thus leading them to explore Bible texts.

EXPLORING BIBLE TEXTS

The class is split into small groups and each group is given a piece of scripture to read and explore:

Lk 1: 26-38, Lk 1: 39-56, Mt 1: 18-23, Mt 2: 1-12, Lk 2: 22-35, Lk 2: 41-51

Each group of learners creates a mind map of what their passage tells us about Mary and how she has responded to God's will for her. They choose a reporter who will feed back their research to the class.

Who is Mary?

Learners are asked to add to their earlier responses and these are recorded on the white board.

Next, each group can prepare a statement about Mary's call and response and about our call and response e.g.

"Mary treasured all these things in her heart." Lk 2: 51

Mary said yes to God by thinking about his Word and trusting him.

I listen to and read the word of God.

I say yes to God when I believe His word and put it into action.

These can be pre-prepared in skeleton form and given out to the appropriate groups or each group can be presented with a copy of all the statements from which they can choose the appropriate one.

"Mary treasured all these things in her heart."

Mary said yes to God by

I listen to and read the Word of God.

I say yes to God when.....

These can be displayed on the Journal Wall or in the learners' R.E. journals.

Who is Mary?

The practitioner brings learners back to the original question and recaps all that they have discovered, giving them the opportunity to add to their ideas. The lesson finishes with learners writing words to describe Mary on sticky notes and sticking these to the Journal Wall. These can be used to recap learning at the beginning of the next session.

Practitioners begin by reading out some of the sticky notes from the previous session and recapping the previous learning with learners – **Who is Mary?**

The focus of this learning is the prayer: “**Hail Mary**”. Learners should be very familiar with this prayer and can say the prayer together at this point. Practitioners lead learners to see that this prayer is made up of two parts and draw their attention to the first part of the prayer:

Hail Mary, full of grace, the Lord is with thee.

Blessed art thou among women and blessed is the fruit of your womb, Jesus.

Question: From our previous learning, where do these words come from?

Through whole class discussion, practitioners lead learners to understand that the first part of the Hail Mary is formed by the words Elizabeth used to greet Mary during the Visitation.

THE JOURNEY

Question: **What was it like for Mary to travel on her own to visit her cousin Elizabeth?**

Think, Pair, Share: Practitioners invite learners to discuss this question in pairs or small groups and then report back to the whole group; their answers can be recorded on the white board.

A Blind Walk: Practitioners lead learners to understand that this journey was filled with dangers for Mary: She was already pregnant and was trying to avoid the scandal caused by this, it was a long, uncomfortable journey, probably on the back of a donkey and there was the possibility of being met on the road by thieves and bandits. At the same time, Mary is on a spiritual journey where she is being led by God and she doesn't know where that will lead her. She is following in faith.

Learners are paired up. One partner is blindfolded while the other takes them on a journey around the classroom and deliberately leads them into obstacles. This is repeated but this time the leader begins by reassuring their partner that they will keep them safe. Learners can swap roles so that all learners experience being leaders and being led.

Reflection: Practitioners put the following questions on the white board for the learners to discuss in their pairs.

What did it feel like to be led blindly around the class?

What did you worry about during your journey?

What made your journey easier?

What does it mean to trust someone?

What was it like for Mary to follow God without knowing what would happen?

How did Mary put her trust in God?

Learners feed back their reflection to the whole class and their answers can be added to the white board.

THE VISITATION

Next, practitioners invite learners to reflect on the Visitation of Mary with Elizabeth. This can be done

using an image of the Visitation from sacred art or by showing a video clip of the Visitation.

Practitioners invite learners to look at the image or watch the video clip and write down words that express the scene between Mary and Elizabeth e.g. JOY, PEACE, HAPPINESS, CELEBRATION, UNDERSTANDING, SMILE, EMBRACE etc.

Practitioners invite learners to choose one of their words and create an acrostic poem that captures the sense of the Visitation or learners can use all of their words and create a Wordle. [Instructions on how to create a Wordle can be found on youtube and there are sites that can be used to create a Wordle electronically using a word list].

The Poems and Wordles can be displayed around a sacred space in the classroom that is dedicated to Mary.

RESPONSES

In this part of the learning, practitioners lead learners to reflect on the responses made by Elizabeth and Mary during the Visitation.

“Blessed are you among women...”

These words, spoken by Elizabeth are displayed on the white board or on the Journal Wall. Practitioners explain that learners are going to have an opportunity to explore what these words mean.

Prior to this learning, practitioners need to create resource packs containing images of appropriate famous women e.g. Malala Yousavzai, J.K. Rowling, Mother Theresa, Blessed Ciara Badano etc. and ordinary women e.g. a mother, nurse, doctor, teacher, a young women, an old women etc. along with an image of Mary. Each group gets the same pack and they will also need the sticky notes with words describing Mary that they created at the end of the last session. It is important that before learners can begin this task, they know who each person is and why they have been included in this resource.

Working in groups learners lay out the images to show who they consider is more important. Next, learners place their words describing Mary against the appropriate images discussing why these words are appropriate for these people. Any images that do not meet the criteria of their words are removed.

Each group share their decisions with the whole class and practitioners use this to lead a discussion about what **“Blessed”** means in the context of Mary.

The Magnificat

Mary’s response is a song of praise known to us today as **THE MAGNIFICAT**. Practitioners introduce learners to the words of the Magnificat (Lk 1: 46-55). This can be displayed on the white board and/or a version to music can be played for learners e.g. John Michael Talbot’s **“Holy Is His Name”**. Practitioners lead learners in discussing why Mary responded in this way and they list all the reasons why Mary gives praise to God. These are displayed on the white board. [To help this discussion, practitioners may want to read the Visitation Story for the class. (Lk 1: 39-56)]

Next, learners list all the reasons that they may have for giving praise to God and these are listed alongside Mary’s reasons already displayed on the whiteboard. Using this, learners work in groups to create their own Song of Praise to God. This can be in the form of a song, poem or rap. When they have completed this task, learners can perform their Song of Praise for the class.

**Holy Mary, Mother of God, pray for us sinners now,
and at the hour of our death. Amen.**

The response of all God's people is summed up in the second part of the Hail Mary in which we meet the title of Mary as "**Mother of God**".

Question: Why do we call Mary, "Mother of God"? This question is displayed and learners are asked not to answer it immediately but to keep this in mind throughout this activity.

Scripture CSI

Before learners enter the classroom, practitioners place scriptural quotes all around the walls of the classroom. This will be the evidence that learners will use to piece together their understanding of Mary as "**Mother of God**".

[Isaiah 9: 6; Lk 1: 34-36; Lk 1: 43; Lk 1: Luke 3: 21-22; Lk 23: 39-43; Mt 2: 9-11; John 19: 25-27]

Learners work in groups and use the scripture quotes to discuss why we call Mary "**Mother of God**".

Groups give their feed-back to the whole class.

Learners are then invited to write their own version of the second part of the Hail Mary beginning with the line: **Holy Mary Mother of God...**

This can be pre-prepared for each learner on a piece of paper and they fill in their response.

L.I. 5,6,7

Following on from understanding the Hail Mary, learners begin to see this prayer in the context of **The Rosary**. To understand the Rosary Practitioners should introduce learners to two of the Church's Saints: **St. Dominic, [who presented The Rosary to the world in order to combat the Albigensian Heresy which denied the true Divinity of Christ] and St. Louis Marie de Monfort, [who taught and wrote about The Rosary in terms of a bouquet or crown of Roses which are spiritually presented to Mary our Mother who draws us into the Mystery of her Son, Jesus].** (*The Secret of the Rosary part 1- St. Louis Marie de Monfort*)

THE ROSARY

Learners should already be familiar with the set of Rosary Beads at this stage and should already have

some knowledge that the Rosary is a prayer journey that is split into different sets of MYSTERIES; although at this stage they may not know or remember the names of each set of mysteries. This learning should deepen their understanding of the structure of this form of prayer and their knowledge of this prayer as part of the communal prayer of the Church. Practitioners begin by showing learners a set of Rosary Beads and asking the following questions:

1. **What are these beads used for?**
2. **Whose story do we follow when we pray the Rosary?**
3. **How is this story broken up for us?**
4. **What prayers do we say as we use these beads?** (*Note at this stage learners may not know all the prayers that are said during the Rosary but they should have an understanding that the Hail Mary, Our Father and Glory Be To The Father make up the main part of this prayer form.*)

Practitioners have an image of a set of Rosary Beads on the white board and they annotate this showing which beads are used for which prayers.

Following this, practitioners tell learners about St. Dominic using the Rosary to teach the people about Jesus and how through the Rosary, it is Mary who brings us to know her Son better.

Learners work in small groups and are asked to name and write down all the events of Jesus' life that they can remember. Learners come back together and feed-back these events. Practitioners take these ideas and sort them into the four headings:

The Joyful Mysteries

The Annunciation

The Visitation

The Nativity

The Presentation of Jesus in the Temple

The Finding of Jesus in the Temple

The Luminous Mysteries

The Baptism of Jesus

The Wedding Feast at Cana

The Proclamation of the Kingdom

The Transfiguration

The Institution of the Holy Eucharist

The Sorrowful Mysteries

The Agony in the Garden

The Scourging at the Pillar

The Crowning with Thorns

The Carrying of the Cross

The Crucifixion of Jesus

The Glorious Mysteries

The Resurrection

The Ascension

The Descent of the Holy Spirit

The Assumption of Mary

The Crowning of Mary

Learners may not name all of these events and Practitioners may have to add in those that are not named. **The focus for Primary 4 is THE SORROWFUL MYSTERIES.**

A Spiritual Bouquet

Next, Practitioners introduce St. Louis Marie de Monfort's idea of the Rosary being a bouquet of flowers – **A Spiritual Bouquet** – made up of our prayers. We can use this to teach learners about the structure of the Rosary.

(Materials: coloured paper, straws, ribbon, card, sticky tape.)

Learners work in five groups. Each group is given one of the Sorrowful Mysteries of the Rosary to reflect on. Using the coloured paper, Learners draw a rough circle shape and cut this out. Next they write in the circle the name of the Mystery, a prayer intention and the word "Hail Mary Full of Grace..." (*note they do not need to write out the full prayer*). Learners then form this paper circle into the head of a flower and attach it to a straw using sticky tape. Each group needs to prepare ten Prayer Flowers. These are tied together with the ribbon. Using the sheet of card, each group create two labels: one with the title **OUR FATHER** and the other with the title **GLORY BE TO THE FATHER**. These are attached to each end of the ribbon. All five bouquets are displayed on the classroom Sacred Space.

Throughout the months of May and October (especially October which is the month of the Holy Rosary) Learners should have the opportunity to pray the Rosary together in class or as part of the whole school. A Rosary Assembly would be a good opportunity for learners to share what they have learned about the Rosary.

[The Communal Prayer of the Church](#)

The Rosary forms part of the Communal Prayer of the Church learners should have the opportunity to experience the Rosary as a Communal Prayer. (www.comepraytherosary.org) is a perpetual Rosary site that allows you to join others in reciting the Rosary and helps the learners to follow the Rosary.

Practitioners can also get learners to write to Societies within the Church e.g. **The Legion of Mary, St. Vincent de Paul Society, The Knights of St. Columba or local Religious groups etc.** and invite them to come to the school during May or October to lead The Rosary during lunch break or before school starts.

[Next Steps] This unit of learning will be followed by second level in which learners will develop a deeper understanding of the role of Mary in the Life of the Church and in their personal faith life. They will acquire a deeper knowledge of the different titles attributed to Mary and why and how the Church celebrates Mary through different Feast Days. Learners will also develop their knowledge and understanding of the Communal Prayer of the Church by learning more of the popular prayer used in seeking Mary's intercession and they will understand the whole purpose and meaning of the Church's Intercessory Prayer. Learners will also deepen the knowledge of special places of Pilgrimage that people visit and why these are important place of prayer and the messages that come from them.

Resources:

Scripture quotes can be taken from various versions of the Bible. Recommended versions are The New Jerusalem Translation (this is the translation used in Church) or the New Revised Standard Version (N.R.S.V.)

<https://www.youtube.com/watch?v=vkOoeyzLlac> (musical version of the Magnificat by John Michael Talbot)

<https://www.youtube.com/watch?v=LgwAuycxes&index=3&list=PL8KfTbz0Xr2pfmms2nmf-3RnBZAofNDAa> (musical version of the Magnificat by David Haas)

<https://www.youtube.com/watch?v=ROvvVu9Fi0U> (film clip of The Visitation by Ignatius Press)

<http://www.theholynosary.org/rosaryhistory> (the story of St. Dominic and the Rosary)

<http://www.rosary-center.org/secret.htm> (The Secret of the Rosary by St. Louis Marie de Monfort)

<http://www.comepraytherosary.org/> (online communal recitation of the Rosary)

<http://www.how-to-pray-the-rosary-everyday.com/index.html> (the structure of the Rosary and each of the Mysteries)

<http://www.wordle.net/> (understanding and creating wordless)