

YR 4/5 CHRISTIAN STUDIES UNIT

EDUC 1012 ELLEN HOOPMANN

CL	UNIT TITLE/TOPIC: 'Equipped by God' - 'to see and take responsibility for the world around us'	BAND: B YEAR GROUP: 5	DURATION OF UNIT: 10 Weeks TIME ALLOCATION: 2 x 40 minutes per week
KEY IDEA(S) Key Idea 3: Christians have a responsibility in and for the world		OUTCOME(S) CL 3.3 Students explore and respond to the Christian belief that God has given people responsibility for the world	
UNIT OVERVIEW <p>Human beings are created 'in the image of God' (Gen 1:27). Because God first loved, Christians are motivated to love, serve and share the joy of God's creation with others. As God's stewards, Christians understand they have the responsibility given by to God, for the care and protection of all God's creatures, including the natural and humanly constructed environments.</p> <p>The purpose of this unit is to assist students to understand the responsibility each person has to care for and protect what God has entrusted to mankind and to explore and apply ways service and love for others can be enacted in daily life. There will be a particular focus on caring for and protecting fellow human beings, although responsibility for natural and built environments will also be touched on.</p> <p>The unit will allow students to investigate what the Bible informs us about earthly responsibilities, reflect on acts of 'servanthood' throughout the Bible, investigate the skills and abilities God has equipped people with to care for the world and explore Christian and Lutheran ministry in social justice on a local and global level. Students will begin to develop an awareness of and sensitivity to suffering in the world, build positive attitudes towards helping others in need, and establish how people view their individual value as servants of God.</p>		CONTRIBUTION TO LIFELONG QUALITIES FOR LEARNERS LQL1: Students learn to examine and analyse using appropriate resources and strategies and reflect and assimilate their own experiences LQL 2: Students practice identifying issues that affect the quality of life in local and global communities and work on translating proposals for action. LQL 5: Students collaborate and use each other's experience and expertise in identifying and strategies and resources to tackle these issues. LQL 6: Students are encouraged to treat all people with compassion and respect. LINKS TO LIFE: LIFE Band C: <ul style="list-style-type: none"> - Concept: God created the universe (1a, 2a, 3a, 3c) - Concept: God creates human beings (1a, 2b, 2c) - Concept: God calls people to serve (1a, 1c, 2a) - Concept: God gathers people into the Christian Church (3a) 	
STUDENTS/LEARNERS PROFILE Prior Learning: This unit will take place in Term 1. This unit will build upon student knowledge gained from these prior units. However, it will be taken into account that each student brings to the unit different, social/cultural/ religious backgrounds and levels of ability and knowledge. Student interests/needs: Students approach the unit with individual needs, interests and at different stages of faith development. Students will be given opportunities to learn through both group and individual tasks and by a variety of different learning styles to support students learning needs, multiple intelligences and motivations. Students will be assessed on their knowledge and skills learnt from the unit, rather than their expression and development of faith.		ESSENTIAL/GUIDING QUESTION/STATEMENT <p>'God instructs and equips people to see and take responsibility for the world around them'.</p> <p>As children of God, created in his image, human beings function as God's representatives in the world and are accountable to God for the care and protection of all God's creation. God equips each person with special gifts and abilities to take care and be responsible for the world. Christians use their God given gifts and abilities to serve God, by showing and sharing his love with others in many different ways.</p>	
STUDENT QUESTIONS What does it mean to be responsible and have responsibility? What responsibilities does God give us for the world? What is the Christian motivation for their responsibility in the world? How does God love and serve us? How did people in the Bible serve God? What is social justice? How do Christian and Lutheran ministry services serve and love others? What gifts and abilities has God given me and how can I use them to love and serve others?		RESOURCES TO SUPPORT UNIT Bible (Preferably NIV version) – class set <i>Toejam Man</i> - NT 30 Quick Skits by S. James. <i>If the World Were a Village</i> by D. Smith and S. Armstrong Resources from ALWS – 'Social Justice', 'PNG', Guest Speaker from ALWS <i>Your Special Gift</i> by Max Lucado Information about Christian and other ministry services – such as Operation Christmas Child, Habitat for Humanity.	RESOURCES TO SUPPORT TEACHER Bible (Preferably NIV) CSCF Curriculum Statements/Theological Notes LIFE Curriculum Documents <i>Really Big book of Kids Sermons & Object Talks</i> by Gospel Light. Schools Resources from ALWS (website) Smartboard (or similar) with access to the internet Resources from http://www.leadr.lutheran.edu.au
ASSESSMENT Formative Assessment: (in the form of work samples, checklists and observations) <ul style="list-style-type: none"> - God's creation collage – assessment of understanding and application. - Response/reflection to a passage from the Gospel of Luke (small group activity) – assessment of students ability to interpret a Bible passage. - Venn Diagram (individual task) – link individual skills and abilities to needs in the community - General participation – assessment of amount and quality of contribution and attentiveness and enthusiasm shown throughout the unit 		Summative Assessment: (in the form of rubrics and observations) <ul style="list-style-type: none"> - Profile of Servanthood – students select a passage from the Bible and make a profile on how it shows an act of love or service to others. - ICT Activity – Students will be given a service or organisation to research using the internet. Students will report to the class what they found out and how the actions of their service/organisation fulfill the responsibilities God has given people for care of the world. - Mini Action Plan – in small groups students develop a mini action plan to take care of people in need or the environment. Students will present the plan to rest of the class. 	



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IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME ("students know...") <ul style="list-style-type: none"> - God's creation is for all people, past, present and future - Biblical descriptions of people's relationships to creation - God equips human beings to take charge of and look after the world: God gives people different gifts, skills and abilities to help other people. - There are many passages in the Bible where God shows us how to love others and be servants to each other. - People are accountable for honouring and respecting the social world - People care for the world in many different ways 			
LINKS TO LIFELONG QUALITIES FOR LEARNERS LQL1: Self-directed, insightful investigators and learners Students work collaboratively in groups to develop a mini-action plan. Students find and interpret evidence using selected sources and strategies (ICT Activity, Servanthood Profile) LQL 2: Discerning, resourceful problem solvers and implementers Students identify, discuss and consider elements of issues and problems that affect the quality of life locally and globally. LQL 5: Principled, resilient leaders and collaborators Students explore and begin to practice elements of servanthood. Students recognise the benefits of mutually supportive relationships and develop teamwork skills for appropriate social action (ALWS, Mini Action Plan) LQL 6: Caring, steadfast, supporters and advocates Identify issues and conditions influencing their own and others wellbeing (Collage, ICT Activity, Mini Action Plan)	SEQUENCE OF LEARNING OPPORTUNITIES (an overview) Introductory Activity (Establishing prior knowledge) <ul style="list-style-type: none"> - What does it mean to be responsible and have responsibility? - students discuss - Mind map the responsibilities students have and how they can help other people. God's Creation <ul style="list-style-type: none"> - What responsibilities does God give us for the world? - Share the Genesis story of creation with the students. Discuss: God calls humans/people to be stewards of creation – what are stewards? Genesis 2:15 the instruction is to 'serve' and 'preserve' or 'keep'. - Students make a collage of the created world they live in, bringing the story into their context. Examples of Servanthood <ul style="list-style-type: none"> - How does God love and serve us? / How did people in the Bible serve God? - Students participate in a role play <i>Toejam Man</i> based on John 13:1-12 - Students identify and create a profile about an act of love or service in the Bible - What is the Christians motivation for their responsibility in the world? - Object Talk: 'When we Love God we give Generously' Matthew 10:8 God instructs – The Gospel of Luke <ul style="list-style-type: none"> - What responsibilities does God give us for the world? - Central to Luke are three themes: the poor, justice and the inclusive Kingdom of God - Students (in small groups) read, interpret and consider passages from the Gospel of Luke (14:13-14, 21:1-4, 1:51-53, 10:27, 4:18-19, 6:37-38) Global Consciousness <ul style="list-style-type: none"> - Read <i>If the World were a village</i> and explore what social justice means. - How can we promote and support social justice in the world? - View a video clip on Papua New Guinea – discuss the ways people could help. Lutheran Ministry - Service in the Local Community <ul style="list-style-type: none"> - How do Christian and Lutheran ministry services serve and love others - ALWS Guest speaker – to learn about the important work that ALWS is doing in PNG - ICT Activity – Student's research and present information about different forms of ministry and service (food, water, shelter, medical), using Glogster Interactive Poster. God Equips <ul style="list-style-type: none"> - What gifts/ abilities has God given me/ how can I use them to love and serve others? - Read <i>Your Special Gift</i> – God has given you a special gift to use to serve Him. - Students create a Venn diagram making connections between their gifts, skills and abilities and needs in our local society (i.e. I am good with animals – RSPCA). Bringing it all Together/Assessment - Students develop Mini Action Plans	IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...") <ul style="list-style-type: none"> - Express what it means to be responsible and have responsibility. - Examine God the creator's role in the world today and how people have responsibility to maintain God's creation. - Listen to passages from the Bible and identify examples of love and service to others. - Explore and describe ways that God has equipped people to care for the world (e.g. skills/abilities people have). - Gather and represent information from various sources about ways people care for the world (e.g. ALWS, Salvation Army, Habitat for Humanity, Green Corps). - Identify their individual gifts, skills and abilities and reflect on how they can use them to love and care for others. - Propose actions that can be taken by either the school community or themselves to care for the world. Develop and implement an action plan to take care of people in the (local and/or school) community. - Promote the role and responsibility people have been given to care for the world. 	DIFFERENTIATION The introductory activity will assess prior knowledge and direct any needs for more specific strategies for individual students, like IEP's and modifications to resources and assessment. The learning opportunities require no prior knowledge . All Bible stories, concepts and ideas will be discussed to be inclusive of those students who have never heard or learnt about them before The unit will use a variety of methods to form groups for group work and to suit learning activities. For instance, for some activities it will be more appropriate to group students according to their learning abilities, whilst for others to have a range of student learning abilities in each group. Students will have the opportunity to work, individually, in pairs, in small groups and in whole class discussions. When working in groups students will be given a clear group and an expectation of student contribute. A range of teaching styles, strategies and resources will be used to support students preferred learning styles, multiple intelligences and motivations. This will include using video, a guest speaker, picture books, writing, visual diagrams, role plays and ICT. The final assessment piece will offer a negotiated element of choice in presentation format (written, oral, PowerPoint, etc). As students are each at different levels of faith development , this will not be assessed.
EVALUATION OF UNIT: The unit will be continually and consistently evaluated throughout the 8 week period of duration, for reflection on and adaption/differentiation of learning activities for students, and teaching methodologies used. The follow questions should be asked: <ul style="list-style-type: none"> - Did the strategies used (learning activities and assessment) allow all students to demonstrate their knowledge effectively and achieve the aim and outcomes of the unit? - Were the students challenged to think critically and encouraged to reflect on their learning? - Did the learning activities, materials and teaching styles used, engage with student and stimulate their interest in the unit? - Was the time allocated to the unit and the level of complexity and differentiation of the unit inclusive of all students' needs/interests/abilities/backgrounds? - What would I do differentially next time? At the conclusion of the unit students will complete a reflection (assessing what they learnt, what they still want to find out, how the unit could be improved). Parents/caregivers will also be encouraged to complete a feedback sheet regarding comments from and changes they have observed in their child/ren, in relation to the unit. Information gathered will be used to inform and improve future units of work.			