

**MODEL UNIT
BAND A
LEVEL 1**

LEARNING ABOUT THE BIBLE

LIFE CONCEPT: GOD HELPS PEOPLE THROUGH HIS WORD

YEAR: SUGGESTED DURATION: 4 weeks (100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)

1. GOD REVEALS HIMSELF TO PEOPLE THROUGH HIS WORD

1a explore Bible stories in which God reveals himself as a loving God

1b investigate the importance of the Bible to Christians

2. THE BIBLE IS GOD'S WORD, WRITTEN BY PEOPLE WHOM GOD INSPIRED

2a investigate the structure of the Bible as a collection of stories

2b investigate different types of writing in the Bible

2c investigate the cultural context of the Bible

3. THE BIBLE TELLS THE STORY OF GOD'S PLAN FOR THE SALVATION OF ALL PEOPLE THROUGH JESUS

3a investigate stories of God's chosen people in the Old Testament

3b investigate New Testament stories about Jesus as Saviour

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Illustrate and discuss stories which tell of God's love for people. (1a)

Illustrate or construct models which show aspects of life in Bible times. (2c)

Illustrate and discuss events from the life of Jesus. (3b)

ASSESSMENT STRATEGIES

⇒ work samples, questioning

⇒ work samples, questioning

⇒ work samples, questioning

UNIT SUMMARY

Over the duration of the unit students make a big book which tells about the Bible. The text of this book develops these concepts: the Bible was written a long time ago when people's way of life was different; the Bible contains stories which tell about God showing his love for people.

UNIT NOTES

At this level your aim is that students develop these skills and concepts:

- know and use the name *Bible*
- distinguish a Bible from other books
- know that the Bible has stories about God/Jesus.

As you teach this unit you will develop a big book with a title like 'Learning about the Bible'. The text for the book (found on Teacher Resource Sheets [TRS] A/1a&b) will need to be prepared before the unit begins. The text can either be enlarged and pasted onto paper, or handwritten and adapted to meet the needs of your class. In Section 2, you may decide to delete some of the content, or you may wish to add extra pages of your own.

If you choose not to make the big book, use the text as the framework for the activities in the unit.

Use a children's Bible (*The Lion First Bible* is recommended) to **read** all of the stories. The focus is on students **hearing the story**, rather than on spending time on extra activities to develop the story. The stories of Noah, David and Daniel have been chosen because they are frequently depicted in Bible story books and picture books.

WORDS TO KNOW

Bible children's Bible ark sling

INTRODUCTION

1. INTRODUCTION TO THE BIBLE

Big Book page 1: All kinds of books

The teacher reads the text for page 1 of the big book (TRS A1/1a). Students could

- listen as the teacher reads some of their favourite stories;
- have time for reading and browsing through their favourite books;
- illustrate the cover and record the title of their favourite book;
- provide illustrations from their favourite story for the big book.

Big Book page 2: Many kinds of Bibles

As you read this page of the big book, show students a range of Bibles. Students share what they know about the Bible.

(Some students will have had very little experience with the Bible. Use students' comments to raise your awareness of their understanding about the Bible and to identify concepts that you can develop during this unit.)

Students could:

- Draw a picture of a Bible with the title and appropriate illustration. Use some of these for the big book.
- Learn songs and rhymes about the Bible (see Recommended Resources Menu).

DEVELOPMENT

2. LIFE IN BIBLE TIMES

This section aims to give students an insight into the culture of Bible times and to help them interpret the illustrations that are used in children's Bibles.

Information is provided about three aspects of life in Bible times. You may choose to study all three areas, or just focus on one of them. You may even want to develop extra topics for investigation. See the Recommended Resources Menu for sources of appropriate information, and add your own text to the big book.

Big Book page 3: Life in Bible times

Read the text from the big book. Provide enough children's Bibles for students to work in groups and identify things in the illustrations that are different from things they see today. List these.

Big Book page 4: Clothes in Bible times

Read the text from the big book and select appropriate information from TRS A1/2 to share with your students. Students could

- try on examples of Bible-times clothing. (A local Sunday school may have a costume box you can use.);
- make a cardboard figure dressed in Bible time clothes;
- make two drawings, one of a person dressed in the clothing of Bible times and another of themselves dressed in their favourite clothes;
- provide illustrations for the big book.

Big Book page 5: Houses in Bible times

Read the text from the big book and select appropriate information to share with your

students. You will find this on TRS A1/1 in the concept *God saves people through Jesus*.

Students could

- use blocks or a box to make a house from Bible times;
- make two drawings, one of a house from Bible times and another of their own house;
- provide illustrations for the big book.

Big Book page 6: Travel in Bible times

Read the text from the big book and select appropriate information from TRS A1/2 to share with your students. Students could

- go on a walk as a class. Take along a Bible times lunch (include food such as flat bread, cheese, dates, oranges, grapes) and have a picnic;
- use boxes or playdough or construction material to make a model of transport used in Bible times;
- illustrate a form of transport used in the Bible and then illustrate themselves using transport of today;
- provide illustrations for the big book.

3. WHAT THE BIBLE TELLS

Before telling each story, show students where it is found in an illustrated adult Bible, eg Good News.

The emphasis in the stories must always be on **God's love**. As students prepare their responses, use this opportunity to discuss their work and assess their knowledge of the story.

Big Book page 7: The story of creation

Genesis 1: 1 – 2:4.

Read the big book text. Continue by reading the story of creation (*The Lion First Bible*, Story 1).

Students make illustrations or a collage for this page, using magazine pictures or an art technique, eg a leaf or flower print.

Big Book page 8: God loved Noah

Genesis 6:9 – 9:17

Read the big book text. Continue by reading the story of Noah (*The Lion First Bible*, Story 3). Avoid graphic descriptions of the flood; emphasise Gods' love for Noah.

Sketch or paste a picture of Noah, his family and the ark onto the page. Students use an art technique, eg printing with plastic animal shapes, to make illustrations of the animals.

Big Book page 9: God loved David

1 Samuel 17:1–50

Read the big book text. Continue by reading the story of David and Goliath (*The Lion First Bible*, Story 21).

Sketch or paste a basic picture of David and Goliath onto the page. Students add to the picture, eg by drawing the sling, spear and armour, helping to colour, and adding their own illustrations to the background.

Big Book page 10: God loved Daniel
Daniel 6.

Read the big book text. Continue by reading the story of Daniel (*The Lion First Bible*, Story 31).

Sketch or paste a picture of Daniel onto the page. Each student draws or colours a picture of an angel or a lion and pastes it onto the page to complete the picture.

Big Book page 11: Jesus shows God's love

(This section provides an overview of the life of Jesus. There is a more detailed development in the concept *God saves people through Jesus*.)

Read the text from the big book. Using an adult Bible, choose one of the gospels to show students how many Bible pages tell about the life of Jesus.

If your students are familiar with stories of Jesus, show pictures from a children's Bible

and ask students to retell the story to you. If not, select stories to read to them, eg the story of Jesus' birth, Jesus and the children, a healing miracle, Jesus' death and resurrection.

Discuss with the students appropriate illustrations about Jesus' life that could be included in the big book. Arrange these illustrations in sequence and add a simple text.

RESPONSE

Big Book page 12: Summary and conclusion

Read the text and discuss appropriate ways of illustrating this with your students, eg students each add their own decorated name or an illustration of themselves.

Your big book will now be complete. Arrange to share it with an audience, eg another class, parents, or in school worship or assembly.

Leave the book in the classroom for easy access and further use by the students.

YOU WILL NEED

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| <ul style="list-style-type: none"> <input type="checkbox"/> large paper for making a big book <input type="checkbox"/> enlarged photocopies (or a handwritten copy) of the text for the big book (TRS A1/1) <input type="checkbox"/> copies of the covers of fiction and non-fiction books that your students are familiar with. <input type="checkbox"/> copies of the covers and a page of text from children's and adult Bibles | <ul style="list-style-type: none"> <input type="checkbox"/> art materials (to illustrate the pages of the big book) <input type="checkbox"/> illustrations of Noah and the ark, David and Goliath, and Daniel (sketched or photocopied) <input type="checkbox"/> optional: clothing similar to that worn in Bible times <input type="checkbox"/> materials for the options you choose |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH *Literature:* Through discussion relate what is read to the students' own knowledge and experience; use an enlarged text to demonstrate basic reading strategies. *Information texts:* Ask questions to gain information.

SOCIETY AND ENVIRONMENT *Time, Continuity and Change:* Hear stories about remote times and places. *Culture:* Investigate the customs, traditions and practices of other communities; use a range of cues to predict meaning.

THE ARTS *Visual Arts:* Draw, paint, construct to record observations, express feelings and thoughts; work with others on projects.

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' knowledge about the Bible?

How did I respond to the range of students' attitudes towards the Bible and its stories of God's love for people?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

TEXT FOR BIG BOOK

Prepare each page of your big book with the text and suggested illustrations. A 'page' can either be a one- or two-page spread.

Page 1. *Add illustrations or copies of the covers of books that students are familiar with.*

There are many kinds of books.
 Some books tell stories.
 There are stories about mums and dads, children and pets.
 Some stories make people feel sad. Some make people laugh.
 Some books tell about things that are true.
 There are books about insects, wild animals, planes and toys. 1

Page 2. *Add copies of the cover and sample pages from adult and children's Bibles.*

The Bible is a book that tells about God.
 There are many different kinds of Bibles.
 Bibles for adults have a lot of words in them.
 Bibles for children have pictures to look at. 2

Page 3. *Add several appropriate illustrations from children's Bibles or other resource material.*

The Bible was first written a very long time ago.

People who lived a long time ago did not live the same way that we do. That's why the pictures look different from things we see today.

3

Page 4. Add the illustration from TRS A1/3.

In the Bible pictures people wear clothes that are long and loose.

4

Page 5. Add the illustrations from TRS A1/3.

In the Bible pictures the houses have flat roofs and small windows.

5

Page 6. Add the illustration from TRS A1/3.

In the Bible pictures there are no cars, trains or planes. The people in the Bible walked, or rode on donkeys or camels. Sometimes they went in small ships. That's what it was like in Bible times.

6

Page 7. Add students' illustrations.

The Bible tells many things about God.
It tells that God made the world we live in.
It also tells that he made the people who live in the world.

7

Page 8. Add a background picture of Noah and his family. Students complete the illustration.

The Bible tells about people that God loved.
The Bible tells about **Noah**.
God loved Noah and his family and saved them from a flood that covered the whole world.

8

Page 9. Add a background picture of David and Goliath. Students complete the illustration.

The Bible tells about **David**.
God loved David and helped him kill a giant called Goliath.

9

Page 10. Add a background picture of Daniel. Students complete the illustration.

The Bible tells about **Daniel**.
God loved Daniel and protected him when he was put in a cave with hungry lions.

10

Page 11. Add students' illustrations to this page.

The most important person the Bible tells about is Jesus.
It tells about Jesus being born.
It tells how Jesus loved and helped many people.
It also tells how Jesus died and then came alive again.
The most important thing that it tells about Jesus is that he loves people very much.

11

Page 12. Teacher and students discuss and add appropriate illustrations.

The Bible also tells that God loves YOU.

12

LIFE IN BIBLE TIMES

This information is provided for teachers. Adapt it to meet the needs of your class and support it with your own illustrations or illustrations from non-fiction resource material.

CLOTHING IN BIBLE TIMES

- The first thing a man put on was a short tunic which came down to his knees. This was all a man would wear if he was doing heavy work.
- Over this he wore a long shirt which came below his knees. This was simply a piece of folded material sewn at the side, with holes for the arms and a slit for the head. The tunic was tied around the waist with a piece of cloth. A man's tunic was often red, yellow, black or striped.
- Women wore a similar tunic and belt but with embroidery on the yoke. The women's tunic was often blue.
- People also wore a thick coat in winter. This was simply made from two strips of material joined at the shoulder, with slits for the arms to go through.
- Because the sun was so hot, a covering was needed to protect the head. This was a square of material folded diagonally and held in place with a circle of wool.
- Simple sandals were made from a piece of leather with a strap that went between the toes and around the ankles.
- People did not have a lot of clothes. They did not change their clothes at night but loosened the clothes that were worn through the day and slept in them.

HOUSING IN BIBLE TIMES

For information on housing see TRS Int/2 in the unit 'God saved people through Jesus'.

TRANSPORT IN BIBLE TIMES

- Most travel was done by foot.
- The animal most commonly used for transport was the donkey. A donkey carried both goods and a rider.
- Camels were also loaded with baggage and were used for transport, especially for carrying things over long distances.
People often travelled together as a 'caravan' on donkeys or camels. This was for company, safety, and protection against thieves.
- Horses were more expensive to keep and were usually only used in war.
- Carts were used. They were pulled by donkeys or oxen.
- In New Testament times the Romans used chariots for different purposes: for racing, for carrying two or more people, and for war.
- Roads were dusty tracks, worn down after years of use. In winter they turned to mud. The Romans (ruling in New Testament times) built the first paved road system.
- Boats were used to travel by sea, on rivers, or across lakes. These were powered by sails or oars.

ILLUSTRATIONS

