

MODEL UNIT
BAND A
LEVEL 2

I FORGIVE YOU

LIFE CONCEPT: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES

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

 DATE OF USE: **FAITH STATEMENTS:** ① ② 3

UNIT-SPECIFIC GOALS (highlighted)
1. GOD CALLS PEOPLE TO FOLLOW JESUS

- 1a** explore Bible stories of Jesus and his disciples
- 1b** identify ways Jesus is a friend
- 1c** explore the benefits of being a friend of Jesus

2. JESUS' DISCIPLES ARE FORGIVEN AND FORGIVING

- 2a** investigate the Christian understanding of forgiveness
- 2b** identify situations where forgiveness is needed
- 2c** investigate ways of showing forgiveness to others

3. JESUS' DISCIPLES LIVE BY GOD-GIVEN VALUES AND ETHICS

- 3a** explore Bible stories in which people make choices
- 3b** identify choices people make in everyday life
- 3c** consider the consequences of choices they make

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES	ASSESSMENT STRATEGIES
Identify situations of conflict in their own lives. (2b)	⇒ work sample
Retell and illustrate events from the story of Jacob and Esau. (2b,2c)	⇒ TRS A2/1
Illustrate and record how a situation could be resolved with forgiveness. (2c)	⇒ work sample
Retell what they have learnt about forgiveness. (2a,1c)	⇒ work samples

UNIT SUMMARY

Students identify situations of conflict in their lives and consider how conflict makes a person feel. They hear the story of Jacob and Esau and the hurt and forgiveness that occurred in their relationships. Students investigate what the word *forgive* means and what forgiveness looks like in everyday situations. Students hear of Jesus' forgiveness for all people.

UNIT NOTES

This unit explores conflict situations that students have experienced. Students may discuss conflict that has arisen between class members — take care to avoid causing embarrassment to any student. There may be students experiencing conflict in family situations — your role is to listen to and reflect what students are saying. Be aware of your responsibilities regarding mandatory reporting if a student discloses any form of abuse.

Students will make pictures about a conflict situation they have experienced. As these will be used during the unit, provide good paper and appropriate art materials to assist students to make quality pictures.

WORDS TO KNOW

hurt sorry forgive

INTRODUCTION

1. TIMES OF CONFLICT

Lead students to identify times of conflict in people's lives. Select from the following activities and use them to discuss what happens to cause conflict and how both parties feel when there is a problem.

- Share a fiction book or view a video in which the characters disagree and a friendship is broken.
- Together with another adult, dramatise a disagreement between the two of you. (Be sure that students know that this is a pretend situation).
- Tell Part One of the story on TRS A2/1.

Students illustrate a time when they have had a disagreement with someone. Encourage them to include all the characters involved, show what happened, and indicate the feelings of each person. Discuss words to describe what is happening in these situations, eg *I felt angry, she shouted, we argued*, then ask students to write about their picture.

When students' pictures are complete, use them to discuss these aspects of conflict:

- People sometimes get hurt on the 'outside' eg, when they fall over. This can be fixed with bandages or medicine.
- People also get hurt on the 'inside'. This type of 'hurt' is harder to see. It may make people feel upset or angry.

DEVELOPMENT

2. JACOB AND ESAU

Familiarise yourself with the characters and the trickery in this story before you tell it to students. Teacher Resource Sheet (TRS) A2/2 may be used at the end of each section.

A. The family Genesis 25:19–34

Read from *The Lion First Bible* pages 56–60 or tell the story in your own way.

Use activities and questions to help students identify with the characters in the story, eg:

- Pretend you are doing something that you think Esau would have enjoyed doing.
- Pretend you are doing something that you think Jacob would have enjoyed doing.
- What problems do you think might have happened in the family?
- How might these problems have hurt the people in this family?

Students illustrate the four characters in the story on TRS A2/2: *The Family*.

B. A mean trick Genesis 27:1–45

You may prepare for this part of the story by making cut-outs of the four characters to use as you tell it.

Tell the story in your own words or use *The Lion First Bible*, pages 61 to 65.

Revise the plot of the story through acting, using a 'pot' of stew and an old coat for the skin.

Students illustrate the story on TRS A2/2: *A Mean Trick*. They may glue on pieces of rough material for the animal skin.

Discuss:

- Which people were hurt in this story?
- How did they hurt one another?
- How would they have been feeling inside?

Students predict what they think happens next.

C. Leaving home Genesis 28:10–22

Tell the story in your own words or use pages 66–69 of *The Lion First Bible*.

Discuss the story using questions like the following:

- How would Jacob have been feeling when he was running away?
- What things might he have been worried about?
- What did Jacob's dream help him remember?

Students illustrate the story on TRS A2/2.

D. Together again Genesis 32:1 – 33:17

Tell the story in your own words or using pages 70–73 of *The Lion First Bible*.

Discuss:

- What do you think Jacob was thinking about as he got closer to home?
- What do you think Esau's was thinking about when he knew Jacob was coming home?
- How did the brothers show they had forgiven one another?
- How do you think this made them feel?

Students illustrate the story on TRS A2/2.

3. WHAT IS FORGIVENESS?

Ask students: What do you think *forgive* means? Record students' suggestions.

If you have not used Part One of the story on TRS A2/1, tell it now, or revisit the story and tell Part Two. Through discussion of this story identify the following aspects of forgiveness:

- Forgiving means you can be friends again.
- People use different words or actions which mean *I forgive you*.

Select several of the pictures that students made in Part 1 of this unit. Discuss the conflict that the students recorded and ask: How could the people in this picture forgive one another? As you do this, record typical words or actions that students may use in the process of forgiveness, eg *I'm sorry. I didn't mean it. Come and play with us*.

Students each reflect on their own picture and this time illustrate a second part of the story, showing how the conflict could have been resolved and how this would make the people feel. Students add a caption which uses words that indicate forgiveness.

Optional: Provide opportunity for students to practise strategies of forgiveness in any of the following ways:

- Record and display words and actions which illustrate forgiveness. If students are involved in situations of conflict, encourage them to refer to these and consider what they could do.
- Record words and actions which indicate forgiveness. Students work in small groups to make up plays which use these.
- Introduce a puppet to the class and use this puppet to present scenarios where forgiveness is needed. Students suggest what to do in each case. Make the puppet available for students to use in their own time.

4. JESUS FORGIVES

Tell students that everyone has times when they are hurt in some way. This happened to Jesus, too.

Show a picture of Jesus on the cross. The Bible tells that Jesus was hurt by his enemies and put on a cross to die. While Jesus was still on the cross he said these words: *Father, forgive these people! They don't know what they're doing.* (Luke 23:34,35)

The Bible tells that Jesus didn't forgive only the people who hurt him. Jesus wants to forgive everyone for the things they do that hurt others. Share 1 John 1:9 *He will forgive us*. That means that Jesus also forgives you when you hurt someone else. He still wants to be your friend.

The Bible has a message for Jesus' friends about forgiveness. Share and discuss Ephesians 4:32 *Forgive others, just as God forgave you*.

Students work individually or in groups and use the words on TRS A2/3 to make their own sentences about forgiveness. Come together as a class to share and discuss the sentences they have made. Conclude this discussion by sharing this sentence that summarises what the Bible tells you, one of Jesus' friends, about forgiveness: *Jesus forgives me; I forgive others*.

RESPONSE**5. FORGIVE**

Give each student a copy of TRS A2/4 (which contains the word *forgive* in large letters). Discuss ways of using this word to show what students have learnt about forgiveness, including forgiveness through Jesus. Students could

- write or illustrate on this page what they have learnt about forgiveness. Display these, along with the students' pictures;
- cut out the letters to make a mobile;
- colour the letters and make a poster. Take this to another class and tell what they have learnt about forgiveness. Present the class with the poster they have made.

Make opportunities to talk with individual students as they work, using questions to assess the things they learnt in this unit.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> <i>The Lion First Bible</i> or an appropriate children's Bible<input type="checkbox"/> good quality paper and art material for students' illustrations<input type="checkbox"/> props for retelling the story of Jacob and Esau | <ul style="list-style-type: none"><input type="checkbox"/> a picture of Jesus on the cross<input type="checkbox"/> photocopies of TRS A2/2, TRS A2/3, A2/4 for students' use |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Relate what is read to own knowledge and experience; record and write about what is read; retell or discuss with teacher and peers; predict what will happen next, pose discussion questions; extend vocabulary through language use.

THE ARTS: *Drama:* Improvise short scenes or use known stories as a basis for drama. *Visual Arts:* Draw or paint to interpret imagination, record observations, express feelings and thoughts.

HEALTH: *States of Health:* Identify things that make them feel angry, lonely, sad, worried. *Interaction, Relationships and Groups:* Negotiate with others, listen to others' opinions, encourage others.

from the National Statement and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to students sharing situations of conflict?

How did I respond to the students' understanding of words and actions which depict forgiveness?

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?

I'M SORRY . . . LET'S BE FRIENDS

PART ONE

Adapt the names and situation of this story as you feel appropriate.

Jo received a new toy for her birthday. It was what she'd wanted for a long time. It looked like a small box, but when you opened it up there were little dolls inside, and the box turned into a doll's house. You could buy special furniture to go in the house. Jo hoped that she could get some of that later on.

The next day Jo took her new toy to school. She especially wanted to show it to Jane. Jane was Jo's best friend, and they often shared their toys with each other.

When Jane saw Jo's present, they were both really excited.

'We can play with it when I come to your house', said Jo.

'Can you come over on Friday?' asked Jane.

And Jo answered: 'I'll ask my mum. And I'll bring my new toy over when I come.'

Because they were such good friends, Jo gave Jane one of the little dolls to keep in her pocket and to take home that night. 'But you bring it back tomorrow', she said.

The next day Jo asked Jane for her doll. Jane felt in her pocket, she looked in her schoolbag and in her lunch box, she looked in her desk. It wasn't anywhere.

'Jane! You lost it! You lost my special doll. Well, I'm not going to play with you today, and I don't want to go to your house on Friday night.'

Poor Jane! She felt so upset. She couldn't think where that doll could be. She had it last night. She was sure she'd put it in her schoolbag. She dumped everything out of her bag, but the doll wasn't there.

Poor Jo! She felt so upset. Jane was her best friend, and look what she'd done. Jane should have been more careful.

For the whole day the girls didn't talk to each other. They didn't sit next to one another on the mat. They didn't work together. They didn't share their recess like they always did, and they certainly didn't play with each other.

It was a bad day for both of them, and they went home still feeling upset with each other.

PART TWO

The next day when they got to school, Jo and Jane looked at each other.

Jane remembered how lonely she'd been the day before.

Jo remembered how much she'd missed playing with Jane and laughing together like they always did.

'Jo, I'm sorry. I didn't mean to lose your doll.'

'It's OK', said Jo. 'I'm sad that you lost it, but I've still got the other pieces to play with. Can we be friends again?'

'Come on, let's go and play on the bars'.

QUESTIONS TO DISCUSS

- How were both girls hurting in this story?
- What helped to make them friends again?
- What words did Jo use to show that she had forgiven Jane?
- How did their feelings change after they became friends again?

Jacob and Esau

The Family

A Mean Trick

Leaving Home

Together Again

WORDS ABOUT FORGIVENESS

Students cut out the following words, select those they need and arrange them to make their own sentences about forgiveness.

Jesus	I
me	forgive
forgives	others
can	Jesus' friends

Optional extra words. Students can use the blank cards for their own words.

always	when
they	hurt
people	him

For All the World

