

**MODEL UNIT
BAND A
LEVEL 1**

GOD HELPS

LIFE CONCEPT: GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

YEAR: **SUGGESTED DURATION:** 3–4 weeks (approximately 100 minutes per week)

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

UNIT-SPECIFIC GOALS (highlighted)

1 THE HOLY SPIRIT GIVES PEOPLE POWER TO BELIEVE AND LIVE AS GOD'S PEOPLE

1a hear the biblical account of Pentecost

1b explore Bible stories in which the Holy Spirit helps people believe in Jesus

1c explore the teaching that the Holy Spirit helps people live as Christians

2 THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM

2a explore Bible stories of baptism

2b become familiar with the ritual of baptism

2c explore the Christian teaching that through baptism people become members of God's family

3 THE HOLY SPIRIT USES GOD'S WORD AND HOLY COMMUNION TO HELP GOD'S PEOPLE GROW

3a investigate the Christian belief that through the Bible people come to know God better

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Illustrate or dramatise the story of Pentecost. (1a)

Illustrate people who help them learn about Jesus. (3a)

Describe experiences of *joy, patience, kindness, faithfulness, gentleness*. (1c)



ASSESSMENT STRATEGIES

observation by teacher or work sample

work sample

work samples, dramatisation, work samples

UNIT SUMMARY

Students identify people who help them and then hear the story of the coming of the Holy Spirit, God's helper, at Pentecost. Through a series of letters students investigate the meaning of the words joyful, patient, kind, faithful and gentle. They learn the Bible teaching that God helps people to show these characteristics in their daily lives.

UNIT NOTES

The name 'Holy Spirit' is introduced in this unit, but the emphasis is on God who loves and helps his children.

The unit looks at five characteristics of people who live by God's Spirit. Teach these as ways God helps his children to live, **not** as things people do in order to be loved by God. These characteristics are important in all areas of life. Wherever possible model them yourself. Take the opportunity in class worship to ask God to help you and the students be patient, kind etc.

Each of the characteristics is introduced with a letter from a 'friend of Jesus'. These are designed to be read to the students and are found on Teacher Resource Sheet (TRS) A1/1. Copy these and put them in envelopes addressed to the class. Foster students' interest by arranging to have the letters delivered to the classroom.

WORDS TO KNOW

Holy Spirit, joy, patience, kindness, faithfulness, gentleness

INTRODUCTION

1. PEOPLE WHO HELP

Ask students to name people who help them and to tell how they help, eg Dad ties up their shoe laces, a sister helps them ride their bike.

Make sure that you (teacher) and classroom assistants are named as helpers. Talk about the helping that you do and explain that you help because you love them.

Make a badge for yourself that says 'I am your helper'. Be mindful of this role and look for opportunities to provide help, asking specific questions like: 'Can I help you?', 'Who needs help?' You may also make 'helper' badges for students to wear when they are doing helping jobs.

By drawing, painting or a craft activity students each make a picture of people who help them. Title the picture *People who help me*.

You can develop this concept further through the use of fiction or non-fiction books, finger plays, rhymes, songs and prayers with a helping theme (see Resources Menu).

2. GOD'S HELPER

God's helper comes at Pentecost

Tell students about a time when Jesus' friends needed someone to help them. They were feeling afraid and alone because Jesus had

gone away and they didn't know when they would see him again.

Tell the story of the coming of the Holy Spirit (Acts 2:1–4). Conclude: *The Bible says that the Holy Spirit was a helper God sent to the disciples. The Holy Spirit helped the disciples to believe in Jesus, to be brave, and to tell people about Jesus.*

Students respond with their own illustrations or by acting out the story.

God's helper works through the Bible

Jesus' friends wanted to tell many people about Jesus. The Holy Spirit helped them remember and understand the things Jesus said and did. He helped them write these things in the Bible. People can find out more about Jesus by reading what Jesus' friends wrote in the Bible.

Locate stories about Jesus in an illustrated Bible. Students each tell a partner something they have learnt about Jesus.

Help students identify people who help them learn about Jesus. Students draw, paint, or craft pictures of these people and title their pictures: *People who help me learn about Jesus.*

Tell students that sometimes Jesus' friends wrote letters to help others learn about him. A letter from one of Jesus' friends has arrived for them. Read the Letter 1 (TRS A1/1a).

DEVELOPMENT

3. LIVING BY THE SPIRIT

Introduce characteristics of people who live by God's Spirit. Choose appropriate activities from the following general suggestions, and from the activities specific to each characteristic.

- Talk about students' experiences, eg being happy, experiencing gentleness.
- Use the words in everyday situations, eg by recording messages on the board: *Have a joyful day*; commenting on behaviour: *Thank you for being patient!*
- Students make up their own puppet plays about the characteristic.
- Share fiction books or teach and sing songs with a corresponding theme.
- Make a book or poster in which students complete the sentence, eg 'Joy is . . .'

Build up a class display as you study each characteristic. Add captions, eg *God helps his children to be gentle*, and appropriate posters, photographs and work samples.

Relevant Bible verses for each section are included. As you discuss these, keep the focus on the Bible's message that it is God who helps people show these characteristics in their life. Bible verses can be recorded on cards or a banner and added to the display.

A. JOY (being happy)

Introduce the concept of joy by reading Letter 2 (TRS A1/1a). Choose from these activities which are specific to *joy*:

- Students do what they enjoy most.
- Use instruments and sing to celebrate God's love.
- Use the *joy* section of *The Socks Box* puppet play (TRS A1/2a).
- Provide opportunity for students to share their joy with someone else, eg make a small gift to give, visit others.

Bible verse: *Always be glad because of the Lord* (Philippians 4:4a CEV).

B. PATIENCE

Introduce the concept of patience by reading Letter 3 (TRS A1/1a). Choose from these activities which are specific to *patience*:

- Plant seeds; wait patiently while they grow.
- Keep a record of how many days to the next birthday or another significant class event. Threading blocks on string and removing one each day is one way of doing this.
- Use the *patience* section of *The Socks Box* puppet play (TRS A1/2a).

Model patience yourself and acknowledge the patience that you see students display. Remember, it is unrealistic to expect young children to be patient for too long.

Bible verse: *Be patient with everyone* (1 Thessalonians 5:14 CEV).

C. KINDNESS

Introduce the concept of kindness by reading Letter 4 (TRS A1/1a). Choose from these activities which are specific to *kindness*:

- Actively practise kindness, eg make a gift to give to a friend, an elderly person or to another class.
- Tell the story of the Good Samaritan (Luke 10:30–37).
- Use the *kindness* section of *The Socks Box* puppet play (TRS A1/2b).
- Give each student the name of a class member for whom they are secretly to do something kind.

Be kind to each other (1 Thessalonians 5:15 NIV).

D. FAITHFULNESS (being reliable)

Introduce the concept of faithfulness by reading Letter 5 (TRS A1/1b). Choose from these activities which are specific to *faithfulness*:

- Tell the parable of the two sons (Matthew 21:28–32).
- Talk about people in the community whom we rely on, eg ambulance officers, doctors, bus drivers, garbage collectors.
- Use the *faithfulness* section of *The Socks Box* puppet play (TRS A1/2b).
- Give students specific jobs to do and encourage them to do the jobs faithfully.

Bible verse: *God always keeps his promises* (Psalm 146:6 TEV).

E. GENTLENESS

Introduce the concept of gentleness by reading Letter 6 (TRS A1/1b). Choose from these activities which are specific to *gentleness*:

- Watch the way a parent is gentle with his/her baby.
- Bring a baby animal to school and encourage gentleness in handling it.
- Use the *gentleness* section of *The Socks Box* puppet play (TRS A1/2b).
- Share the story *Matthew's Lemon Fish* (see Resources Menu).

Bible verse: *Always be . . . gentle* (Ephesians 4:2 CEV).

RESPONSE

4. CONCLUSION

Choose from the following options

- Present students with their own letter which acknowledges ways in which they have shown at least one of the characteristics. Letter 7 on TRS A1/1b is a model you could use.
- Students send a letter of thanks to someone who has demonstrated kindness, gentleness, etc to them.
- Invite another class to spend some time with your class. Students identify ways in which they can show kindness, be patient, etc, to the visitors, eg make a special lunch to share, let the others go first.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> photocopies of the Letters 1–6 (TRS A1/1); in envelopes<input type="checkbox"/> arrange for 'delivery' of letters to the classroom<input type="checkbox"/> materials for a class display<input type="checkbox"/> optional: photocopies of Letter 7 (TRS A1/1b) | <ul style="list-style-type: none"><input type="checkbox"/> materials and resources for the options that you choose<input type="checkbox"/> socks for puppet plays (optional)<input type="checkbox"/> camera and film (optional) |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Relate what is read to students' own knowledge and experience; extend vocabulary through language use.

HEALTH: *States of health:* Identify things that make them feel a particular way; identify positive feelings from experiences. *Interaction, relationships and groups:* Identify people who help them.

THE ARTS: *Visual Arts:* Draw, paint to record observation, express feelings and thoughts. *Drama:* Impvise short scenes based on familiar situations from their own experiences.

from the National Statements 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 the range of students' understanding of joy, patience, kindness, faithfulness and gentleness? Did they exhibit these characteristics themselves or identify them in others?

Did I provide adequate opportunities for students to express their thoughts and feelings?

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?

LETTERS TO STUDENTS

LETTER 1: INTRODUCTION

Dear children,

I am writing to tell you about love.

Do you know that God loves you and calls you his children? Do you know that you belong to God?

God helps people who belong to him. He helps them to love each other.

Do you love people who hurt you or call you names, or who don't play with you?

That can be hard. But God says: 'I know it's hard, so I'm going to help you'.

In my next letter I'll tell you some of the ways that God shows that he loves you and helps you to love other people.

A friend of Jesus

LETTER 2: JOY

Dear children,

Have you ever felt happy?

Are you happy when you run through a sprinkler, or play with a puppy?

Another word for being happy is 'joy'.

Do you know that it is God who helps people be joyful even when they don't feel like it?

There is one thing that always makes me feel joyful. Can you guess what it is?

It's knowing that God loves me.

God can help people be joyful and to share their joy with others.

A friend of Jesus

LETTER 3: PATIENCE

Dear children,

Have you heard anyone say, 'Be patient'? Being patient means being happy to wait for people because we love them.

Being patient is hard. Sometimes you might feel like grumbling or whining and getting cross when you have to wait for someone to do up your shoe laces or when you have to wait for your turn in a line.

God is patient. God loves you so much that he waits and waits for you to love him back.

God helps people who belong to him to be patient.

A friend of Jesus

LETTER 4: KINDNESS

Dear children,

Has someone been kind to you?

Are you kind to your friends?

Being kind is another way of showing love.

God is kind to us, he listens to us. God helps us. God loves us even when we don't love him back.

It can be easy to be kind to people we like.

But it's really hard to be kind to people we don't like.

God helps people who belong to him to be kind to everybody.

A friend of Jesus

LETTER 5: FAITHFULNESS

Dear children,

Do you know what a promise is? It's saying you will do something and then doing it no matter what.

When you say you will play with a friend and then do what you promise, that's called keeping a promise or being faithful.

When you say you will help Dad, and then forget or change your mind, that's called breaking a promise. It's not being faithful.

There is only one person who is always faithful — who always keeps his promises. Do you know who that is?

It's God.

He promised that he would always love us. And he will.

God is faithful, and God helps people who belong to him to be faithful, too.

A friend of Jesus

LETTER 6: GENTLENESS

Dear children,

Have you ever watched a mother or father look after their baby?

They love the baby so much that they don't want to hurt it. So they are very gentle as they care for it and talk to it.

God loves us that way, too. He takes care of us and talks to us and makes sure nothing hurts us.

It can be hard to be gentle to other people. Sometimes we hurt people by the things we do. Sometimes we hurt them by the things we say.

But God is gentle and helps people who belong to him to be gentle, too.

A friend of Jesus

LETTER 7

Dear _____

You are God's special child.

God helps people who belong to him to do things that they cannot do by themselves.

God has helped you be _____.

We thank God for helping you be _____.

It helps make our classroom a special place.

Love from your teacher,

a friend of Jesus

THE SOCKS BOX

Each of these sketches involves a teacher and a sock. The scripts are intended as a guide to improvisation.

The sock-puppets are simply socks — with a hand in them. There is no need to give them eyes or mouths or costumes. They 'live' in a socks box along with lots of other socks.

JOY

Joy Sock, in the box, keeps humming
(whistling or lala-ing) a happy tune as

Teacher introduces the socks box to students.

What do you think is in the box?
Do you have a socks box or socks drawer?
Where is it?
What does your socks box sound like?
My socks box sounds happy today. I wonder why.

JS pops up out of the box: Do you like my music? Happy music makes me happy, and when I'm happy, I make happy music, and happy music makes me happy, and when I'm . . .

T: We get the idea. And your music makes us happy too. We were just talking about socks boxes.

JS: Socks boxes are really comfy. I'm s o o o happy in the socks box with all the other socks.

T: But isn't it a bit crowded?

JS: Crowded is cosy and friendly.

T: Thank you.
(to students) Now, what does your socks box smell like? Mine smells. . . (sniffing). . . a bit minty. And I can see why. There's a Mintie in here. *Takes out the Mintie and puts it in pocket.*

JS: Ohhhh. The smell of Minties makes me really happy. Doesn't it make you happy?

T: I can see that I'll have to call you Joy.

JS: That's a funny name for a sock. We're usually called 'wool' or 'school' or 'size three' or something like that. What's 'Joy'?

T (and **JS**) discuss with students:
Why did I call this sock Joy?
What did this sock do that showed it was full of joy?
Are you full of joy?
When is it hard to be full of joy?

JS: Excuse me, Ms/Mr X, is it good to be full of joy?

T putting **JS** back in the box: Yes, Joy, it's a very good thing to be.

PATIENCE

Teacher shows a number of socks and talks about them: I wore this blue sock when I . . . These socks with cows on them are my favourites . . .

Patient Sock inside the box comments each time a new sock is chosen — just loud enough for the children to hear: Is it my turn yet? . . . I hope it's my turn soon. *And gives an audible (but patient) sigh when not chosen.*

Eventually **T** pulls out **Patient Sock**: And this is my Patient Sock.

PS suspiciously: What's Patient? I know what a blue sock is, and a favourite sock, and a . . . but what is 'patient'? Why did you call me patient?

T (and **PS**) discuss with students:
Why did I call this sock patient?
What does it mean to be patient?
What did this sock do that showed it was patient?
When do you have to be patient?
Is it hard to be patient?

PS: Excuse me, Ms/Mr X, is it good to be patient?

T putting the sock back in the box: Yes, it's very good to be patient.

KINDNESS

Teacher (*sitting beside the socks box*): I wonder if we'll find anything interesting in the socks box today.

Kind Sock *pops up*: Excuse me, Ms/Mr X, we've been doing some thinking down here.

T: What have you been thinking about?

KS: It's about those socks you're wearing. You've been walking on them all morning, and we think they are getting tired and worn out, and maybe a bit sore and stretched.

T: I suppose you're right. I never thought about it that way.

KS: We thought some of us could swap places with those socks. You know, give them a bit of a rest.

T: That's a very kind suggestion.

KS *suspiciously*: What's wrong with it? We thought it was a good suggestion.

T: Don't you know what 'kind' means?

T (*and KS*) *discuss with students*: How can we explain 'kind' to the sock? Why did I say it was a kind suggestion? When are you kind? Is it hard to be kind?

KS: Excuse me, Ms/Mr X, are you going to do it?

T: I guess so. (*Teacher changes socks.*)

KS: It's a good thing to be kind, isn't it?

T *putting KS back in the box*: Yes, it's very good to be kind.

FAITHFULNESS/LOYALTY

Teacher *pulls individual socks from the box, looks for their mates and folds pairs together. Talk about socks having mates.*

Faithful Sock *pops up*: Excuse me, Ms/Mr X, can you help me find my mate? We came together from the store. We promised each other we would always do things together. And we always have.

T *sizing up FS*: Let's see. Your mate will have to be a long . . . clean . . . white . . . sock. (*Picking up a sock that looks like FS*) Here it is!

FS: My mate doesn't look like that. You know how I said we always went everywhere together? That's only partly true. We went everywhere together, but on

different feet. And one day the foot my mate was on went down in a mud puddle. A big, slurpy, black mud puddle. And, um . . . Hey, that's it over there.

T *gingerly holds up a very dirty old sock*: This one? But wouldn't you like me to pair you up with this nice clean new sock?

FS: No, thanks! A mate is a mate. I want to stay with my own mate.

T: Even if it is old and dingy, and probably I won't wear it any more?

FS: Especially because it's old and dingy and you won't wear it any more. It really needs a mate now.

T: My, you certainly are a faithful sock.

FS *suspiciously*: What's faithful?

T (*and FS*) *discusses with children*: Does anybody know why I called this sock 'faithful'? What does it mean to be faithful? What did this sock do that showed it was faithful? When do you try to be faithful? Is it hard to be faithful?

FS: Excuse me, Ms/Mr X, is it good to be faithful?

T *putting FS back in the box with its dingy mate*: Yes, it's very good to be faithful.

GENTLENESS

Teacher *rummaging roughly through the socks box*: Where is it?

Gentle Sock (*a very sturdy 'footy sock'*) *from inside the box*: Hey, take it easy! Socks don't like that rough treatment.

T: I'm not hurting **you**.

GS: But what about that little sock over there? It could get hurt.

T: Do you want me to be gentle?

GS: What's gentle?

T (*and GS*) *discusses with students*: What does it mean to be gentle? What would I have to do to be gentle with the socks? When do you try to be gentle? Is it hard to be gentle?

GS: Excuse me, Ms/Mr X, will you be gentle?

T *putting GS gently back in the box*: Like this?

GS: Ahhh, that's nice!

