

**MODEL UNIT**  
**BAND A**  
**LEVEL 1**

# PEOPLE WHO CARE

**LIFE CONCEPT: GOD CREATES HUMAN RELATIONSHIPS**

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

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

**UNIT-SPECIFIC GOALS (highlighted)**
**1. GOD CREATES PEOPLE TO LIVE IN LOVING RELATIONSHIP WITH EACH OTHER**

- 1a** hear Bible stories which depict relationships within families and between friends
- 1b** explore the features and responsibilities of relationships
- 1c** explore the importance of forgiveness in relationships

**2. GOD PROVIDES SOCIAL STRUCTURES FOR THE WELFARE OF ALL PEOPLE**

- 2a** investigate the Christian belief that God provides people to take care of others
- 2b** explore ways of showing appreciation for those who take care of others

**3. GOD WANTS PEOPLE TO LOVE AND RESPECT ALL PEOPLES OF THE WORLD**

- 3a** explore the Christian understanding of love and respect
- 3b** identify actions which demonstrate love and respect in personal relationships

**STUDENT ASSESSMENT**
**ASSESSABLE STUDENT OUTCOMES**

Retell a Bible story used in this unit. (1a)

Illustrate or role-play ways in which they can show care. (1b)

Identify people who take care of them. (2a)

Make a gift, card or letter to say thank you to someone who takes care of them. (2b)

**ASSESSMENT STRATEGIES**

⇒ dramatisation, work samples, questioning

⇒ observation, work sample

⇒ work sample

⇒ work sample

**UNIT SUMMARY**

Students hear Bible stories which illustrate care and relationships within families. The stories used are: the story of Moses as a baby, Timothy as a child and Samuel in the temple. Christians believe that God provides people to care for others. Students identify people who care for them, both within and beyond the family unit. At the end of the unit students consider how they can thank at least one person who cares for them and carry out this way of saying thank you.

## UNIT NOTES

This unit provides an opportunity to link with other curriculum areas, eg Society and Environment, and Health. A study of family/care-givers from a Christian Studies perspective has its focus on God, who created people to live in relationships and who provides people to take care of others.

Avoid a stereotypical image of family. Just as the students in your class will come from diverse family structures, so the Bible gives a diverse picture of family life.

Be sensitive to students who may be experiencing stress in their family. Be aware of the requirements of mandatory reporting and protect any student who discloses confidential information.

### WORDS TO KNOW

family care parents grandparents  
neighbour thank you

## INTRODUCTION

### 1. WAYS OF SHOWING CARE

The concept of care can be introduced in one of the following ways:

- Display and discuss a series of posters which depict people caring for each other, eg within a family, between friends, older people caring for younger ones.
- Show students objects used to care for people (eg a baby's bottle, a book, a board game, a get-well card). Students identify how these objects are used to care for people.

Use questions like:

- How are the people in this picture showing that they care?
- How could you help somebody who felt like this?
- How could you use this . . . to help somebody who was hungry/sick/lonely/sad?
- Think of a time when someone showed you that they cared. What did they do? What did they say? How did it make you feel?

## DEVELOPMENT

### 2. PEOPLE WHO CARE

#### A. Care within a family

The story of Moses as baby Exodus 2:1–10

Discuss the needs of a baby and how carers meet these needs. Be sure to include the need to be loved and ways people can do this.

Tell the story of the birth of Moses and how God used people to protect and care for him. Use either a children's Bible (*The Lion First Bible, story 10*), a Bible story book or props to tell the story.

After telling the story, discuss:

- What things do you imagine Moses' family did to take care of the new baby?
- What would you have done if you were Moses' sister?
- How do you think the mother felt about the princess also taking care of the baby?

Assess students' understanding of the story as they participate in activities such as:

- Make their own 'basket' and baby to remind them of the story of Moses.
- Make a collage picture of the story, including the people who took care of Moses.
- Retell the story using props, eg basket and doll, cellophane paper or container with water.

Christians believe that God places people in families. Families may take different forms, but a vital element is the relationship of love between family members.

Select at least one of the following areas to investigate. As you do the activity lead students to consider the Christian belief that families are one way in which God cares for people.

- Use books and resource material from other curriculum areas to discuss roles and relationships within a family.
- Investigate and discuss the family structures of students in your class, eg single parents, separated parents, caregivers.
- Identify and illustrate ways the roles of children change as they increasingly become more independent, eg feed and dress themselves, leave home to attend school.

#### B. The extended family

Timothy as a child Acts 16:1; 2 Timothy 1:5

In Bible times parents, grandparents and relatives all played an important part in the life of a child. They were respected as people to whom God had given the responsibility of looking after children.

This section provides opportunity to investigate the extended family and people other than the immediate family who care for children, eg teachers, out-of-school-hours carers, neighbours.

TRS A1/1 contains a story of Timothy based on Acts 16:1, 2 Timothy 1:5. Read the story and discuss questions like:

- What things in Timothy's family sound the same as your family?
- What things in Timothy's family sound different from your family?
- Timothy's grandmother helped take care of him. Besides your mum/dad, who else helps take care of you? How do they do this?

To further develop the concept of people who play important roles in the life of students, do one or both of the following:

- Share fiction stories about grandparents. Either invite a grandparent to speak to the students or, arrange a grandparents day in which grandparents (or people to represent them) are invited into the classroom to interact with students.
- The Bible tells that God gives many people to take care of others. Students illustrate people outside the immediate family who care for them (eg teachers, doctors). Identify ways in which these people care and how they support the role of parents.

### C. The role of children

The birth and childhood of Samuel  
(1 Samuel 1:1–28; 3:1–18)

Christian parents believe that their children are a gift from God. The Bible records the ideal relationship between parents and children (Ephesians 6:1–4; Colossians 3:20,21), on which Christians today would base their understanding of relationships within a family.

This story is used to discuss the role of children in a relationship and ways in which children can care for and respect others.

1 Samuel 3:1 illustrates this when it says: 'Samuel served the Lord by helping Eli the priest, who by this time was almost blind'.

Tell the story of the birth of Samuel and his childhood at the temple (*The Lion First Bible*, story 19). (You may wish to add to the text, describing ways that Samuel may have helped Eli, eg lighting the candles, bringing him food).

Discuss questions like:

- Hannah believed that her baby was a special gift from God. How do you think Hannah felt when the baby was born?

- How do you think Hannah felt when it was time to take Samuel to live with Eli?
- How did Hannah keep showing that she cared for Samuel?
- Eli was an old man. What things do you think Samuel would have done to help Eli?

Assess students' understanding as they participate in activities such as the following:

- Use a cut-out figure to represent Samuel and make a 'coat' for him.
- Make finger puppets of the main characters and use these to retell the story.

To develop the Christian understanding that people in a family care for and respect each other, you could

- read and discuss a book in which children take on a caring role, eg *Tucking Mummy In* by Morag Loh. Identify, illustrate and role-play ways that children help within their family;
- discuss, illustrate or role-play things that children do for people who are older than they are.

## RESPONSE

### 3. SAYING THANK YOU

Students may only be used to saying 'thank you' as part of good manners. You are aiming to develop the understanding that Christians thank God for people who care and that showing thanks to others is one of the responsibilities in a relationship.

Write 'thank you' on the board. Discuss when and why people say thank you and how it feels to be thanked (or not thanked) for something you have done. Use the scenarios on TRS A1/2 to explore ways of saying thank you.

Briefly review work from this unit to help students identify the many people that care for them. Develop this into a list and use it as the basis for writing prayers of thanks for these people. Use these prayers in class worship.

Discuss and list practical ways to thank caregivers. Select one way in which students could thank someone who has cared for them, eg making a small gift, a card with a prayer of thanks, preparing something simple to contribute to a family meal.

Allow time for students to carry out this activity and encourage them actually to present the 'thank you' to the person it was intended for.

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> pictures which illustrate people showing care by helping one another</li><li><input type="checkbox"/> optional: objects which could be used to show care for others</li><li><input type="checkbox"/> children's Bible, Bible story books or props for the telling the Bible stories</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> materials for your choice of response to the stories</li><li><input type="checkbox"/> material for students to prepare a way of saying 'thank you'</li></ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Through discussion relate what is read and viewed to their own knowledge and experience; identify characters and setting in a story.

**ARTS:** *Visual Arts:* Draw, paint, manipulate to record observations, express feelings and thoughts; demonstrate simple manipulative, physical skills.

**SOCIETY AND ENVIRONMENT:** *Time, Continuity and Change:* Hear stories about remote times and places. *Culture:* Investigate the roles and responsibilities of family members.

**HEALTH:** *Interaction, Relationships and Groups:* Draw, name and chart people in their families; recognise different family compositions and the way families change; identify how families show care.

from the National Statements and Profiles

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I show that I understood the range of students' family backgrounds? Did I present a clear (and inclusive) picture of family as part of God's creation?

How did I respond to the range of students' understanding of ways that they receive and can give care?

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?

# THE STORY OF TIMOTHY

Use the following script as a basis for telling the story of Timothy. You could use cut-out figures or puppets of the characters and show them as you tell the story.

After telling the story, use pictures from a children's Bible or non-fiction book to help students imagine what the character may have looked like.

The Bible tells about Timothy.

In Timothy's family there was his father, his mother and his grandma.

His father came from one country and his mother came from a different country. Sometimes his father would talk to him in his language. Sometimes his mother would talk to him in her language. Timothy learnt to speak both languages. He could say 'I love you' to his father in his father's language and 'I love you' to his mother in his mother's language.

His father liked the food that he used to eat in his country. His mother liked the food that she used to eat in her country. Timothy didn't mind. He liked all of the food.

His father played the games with him that he learnt when he was a boy. His mother played the games that she learnt when she was a girl. Timothy just liked playing games.

Timothy's father taught him how to work just like he did. Then Timothy felt grown-up and important.

Timothy's mother was called Eunice. Like other mothers in Bible times, she worked at home looking after her family. Then Timothy felt loved and cared for.

And then there was grandma. She was called Lois and she lived in the same house as Timothy's family. It got a bit crowded sometimes, but Timothy didn't mind.

Lois spent a lot of time with Timothy. She told him stories about the people we read about in the Bible and she talked to Timothy about God. Timothy used to ask lots of questions. His grandma called him the 'question boy', but she always had time to listen to his questions and to answer him.

When Timothy grew up, he left his family and travelled to many different countries. He talked to people about God and told them stories and answered their questions.

Even when he was big, Timothy always remembered how his family had loved and cared for him when he was small. And his family always loved Timothy.

# SAYING THANK YOU

The following scenarios could be used in any of the following ways:

- presented as they are, and used for group discussion;
- used as a framework for developing a story. Students discuss and illustrate an appropriate ending;
- used as a basis for making up plays about ways of saying and showing thanks.

Discuss ways of showing thanks other than saying 'thank you'.

Raise students' awareness of the Christian belief that God uses people to take care of others, eg *When someone shows me they care about me, I like to say thank you to God for that person.*

## **1.** Your grandma has come to visit and has brought you a present.

When you open it, you see that it is just what you have been wanting.

What could you do or say to thank your grandma?

## **2.** It's your Dad's turn to cook. He has cooked your favourite meal and let you help with the cooking.

What could you do or say to thank your Dad?

## **3.** You have been sick and away from school.

The teacher and the children in your class sent a card that said: *We are missing you and asking God to help you get better. Come back soon.*

How could you thank them?

## **4.** When you were playing football, you kicked the ball hard and it went over the fence.

You knocked on the neighbour's door and asked if you could look for it.

Your neighbour came and helped you look. After looking for a long time, your neighbour found the ball hidden under a bush and gave it to you.

What could you do or say to thank your neighbour?

## **5.** You are feeling sad and lonely and don't feel like playing with anyone.

Your friend comes and sits with you, and you just talk together. It makes you feel much better.

How could you thank your friend?