

**MODEL UNIT
BAND A
LEVEL 2**

BROTHERS, SISTERS AND FRIENDS

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

Illustrate or dramatise events from the story of Joseph. (1a)

Dramatise scenarios between siblings. (1b)

Illustrate or dramatise examples of forgiveness. (1c)

Illustrate or dramatise actions which demonstrate love in personal relationships. (3b)

ASSESSMENT STRATEGIES

⇒ TRS A2/2, work samples

⇒ observation of dramas

⇒ TRS A2/2, work samples

⇒ work sample, observation of drama

UNIT SUMMARY

The story of Joseph is told over four sessions, each of which is preceded by students acting out a scenario in a 'freeze frame'. Students identify features of the relationship between Joseph and his family and times when they have felt or acted in the same way. Students consider what the Bible tells about relationships, and what this would look like in their own lives.

UNIT NOTES

This unit investigates the relationships that students experience with their siblings and friends. This can be linked with other curriculum areas, eg Society and Environment, Health. A study of relationships from a Christian Studies perspective has its focus on God, who created people to live in relationships.

Students create their own 'freeze frames' to depict relationships between siblings and friends (instructions are provided on Teacher Resource Sheet [TRS] A2/1).

In the unit students imagine they are 'looking through a window' at the characters in the Bible story. The 'window' on TRS A2/2 could be used to illustrate each section of the story. Alternatively, enlarge the window and make a *Looking through the Window* big book or mural of the story of Joseph. Add a simple text to describe each scene.

The teacher and students discuss key words to describe the emotions they experience in relationships. Books from the series *I feel . . .* (*jealous/angry*, etc) would be a useful supplement to this unit (see Recommended Resources Menu).

WORDS TO KNOW

jealous leader forgive
gentle kind patient

INTRODUCTION

1. BROTHERS, SISTERS AND FRIENDS

Read and discuss picture books which deal with relationships between siblings (and friends). See Recommended Resources Menu. Identify both the good and the negative things that happen in relationships. This discussion may also provide opportunities to explore relationships in blended families.

To develop these concepts, you could

- ask students to bring photographs of their brothers and sisters. Use these as a starting point for oral or written language;
- invite a parent, and their brother/sister living in the community, to come and speak about things they did together when they were young;
- give students an outline of a simple family tree. Students could complete this at home, adding their parents' brothers or sisters.

DEVELOPMENT

The story of Joseph gives a rich picture of the reality of relationships in a family. Throughout the story God used all the feelings and events to work for the good of Joseph and his family. *The Lion First Bible* uses the words: *This was part of God's plan*. As you tell each part of the story, remind students that God was with Joseph and his family all of the time.

2. THE STORY OF JOSEPH

A. It's not fair! Genesis 37:1–11

Before beginning the first freeze frame, read TRS A2/1.

Freeze Frame A: Students work in groups to freeze-frame *It's not fair* from TRS A2/1.

Discuss times when students may have felt like saying 'It's not fair'. Record the word *jealous* and discuss its meaning and the feelings and actions that may result from jealousy.

Introduce the characters in Joseph's family: Joseph, his parents and his eleven brothers. Students imagine they are looking through a window into Joseph's house to see the events of the story.

Read pages 74–77 of Story 8 in *The Lion First Bible* or tell the story in your own words.

Students could respond in activities like the following:

- Illustrate the first scene from this story, using TRS A2/2 (or make the first big-book scene).
- Work in groups and make a coloured coat (cut and decorate a garbage bag). Then dramatise the story, using the coat as one of the main props.
- Illustrate Joseph's coat, and on the same page illustrate things that make them feel jealous.

B. Anger and lies Genesis 37:12–36

Freeze Frame B. Students work in groups to freeze-frame *Anger and lies* from TRS A2/1.

Discuss times when students have been told to 'go away' or have told others to 'go away'. Discuss the feelings that people have in either situation. Record words like *anger*, *hate*, *spiteful*, *ignore*, *lies*, *guilty* and feelings that are associated with these words.

Students imagine that they are again looking through the window at Joseph's house. Read pages 78–81 of Story 8 in *The Lion First Bible* or tell the story in your own words.

Students could

- illustrate a scene from this story, using TRS A2/2 (or make the second big-book scene);
- dramatise the story, making up their own words;
- pretend they are Joseph. Write and illustrate what happened to them;
- illustrate a time when they have been left out or hurt by others, or when they have done something to hurt another person.

C. Important jobs Genesis 40:1 – 41:57

Freeze Frame C: Students work in groups to freeze-frame *Important jobs* from TRS A2/1.

Discuss times when students have been given important jobs and the feelings associated with carrying out a job in a responsible manner. Record and discuss words like *leader, reliable, trust*.

Tell students they will be looking through another window to see what happened to Joseph. Read pages 82–88 of Story 9 in *The Lion First Bible*.

Students could

- use TRS A2/2 to illustrate Joseph as a leader (or make the third big-book scene);
- use non-fiction material to investigate life in ancient Egypt and imagine Joseph in this context;
- work in groups to make clothing suitable for an important leader, eg a ring, a chain, a crown. Dramatise the story, using these as props;
- illustrate other people they know who are leaders.

D. Forgiveness Genesis 42:1–24; Genesis 43; Genesis 45:1–15, 28–30; 50:15–21

Freeze Frame D: Students work in groups to freeze-frame *Forgiveness* from TRS A2/1.

Discuss times when students have either been forgiven by another person or have forgiven someone themselves. Discuss the feelings in either situation and record words like *forgive, sorry, love, help*.

This time students will look through the window to see how the story of Joseph ends. Read pages 89–91 of story 9 in *The Lion First Bible* or tell the story in your own words. (The ending to this story is a complex one which includes details of many conflicting motives and emotions. If you are telling the story in your own words, simplify it accordingly.)

Students could

- illustrate the final scene from the story, using TRS A2/2, (or make the final big-book scene);
- imagine the conversation between Joseph and his brothers and dramatise this;
- dramatise or illustrate present-day scenarios in which one person says 'I'm sorry' and the other says 'I forgive you'.

3. THREE WINDOWS FROM THE BIBLE

The Bible acknowledges that hurtful relationships can occur in families. It also contains God's directions and help for people to develop positive relationships in a family.

Good times and bad times happen in all families. The Bible tells that God knows what it is like to live in a family. Because God loves people, he wants them to be happy in their family. That's why the Bible helps families be happy together (Colossians 3:12,13).

Draw three windows on a piece of paper. Students imagine they are looking through the windows to see what God says in the Bible:

Write the words *gentle, kind, patient* on one window. Discuss the meaning of these words. One group of students prepares a freeze frame that shows what it would look like if they showed gentleness, kindness and patience in their relationships with siblings or friends.

Write the sentence *Get along with each other* on the second window. Discuss examples of what this would look like in their relationships with siblings or friends. Another group of students presents this as a freeze frame.

Write the sentence *Forgive people who upset you* on the third window. Discuss what this would look like in their relationships with siblings or friends. A third group of students presents this as a freeze frame.

Each group practises their freeze frame before showing it to the class.

RESPONSE

4. LOOKING THROUGH MY WINDOW

Ask students to imagine that someone is looking through a window at their house. What would it look like if you and your brothers and sisters (or friends) were remembering the Bible's words? Students use TRS A2/2 to illustrate this.

YOU WILL NEED

- | | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> picture books about relationships between siblings and friends (see Recommended Resources Menu)<input type="checkbox"/> <i>The Lion First Bible</i> or a Bible story book which tells the story of Joseph<input type="checkbox"/> materials for your choice of response | <ul style="list-style-type: none"><input type="checkbox"/> paper on which to draw three windows and record the Bible words<input type="checkbox"/> optional: photocopies of TRS A2/2 for student recording<input type="checkbox"/> optional: paper for recording the story in big-book format with look-through windows |
|--|---|

INTEGRATING INTO OTHER CURRICULUM AREAS

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

ARTS: *Drama:* Improvise short scenes based on familiar situations and roles from their own experience; use known and given stories as a basis for drama.

SOCIETY AND ENVIRONMENT: *Investigation, Communication and Participation:* Choose between alternative ways of interacting with others; identify classroom problems and ways of overcoming them; discuss strategies for working with others.

HEALTH: *Interaction, Relationships and Groups:* Identify what it means to be a friend; develop skills in listening, sharing, helping, negotiation, caring; cooperating with others.

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 the relationships depicted in the story of Joseph and similar relationships in their own lives?

How did I respond to the range of students' attitudes towards developing helpful, cooperative relationships?

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?

FREEZE FRAMES

Use the following steps to develop students' skills in depicting a scene through a freeze frame. This need not be done in Christian Studies.

1. Allow students to move freely around the room. When you call out 'freeze', students stop in whatever position they are in.
2. Ask students to act a particular scene, mood or character, eg you are a baby; you are feeling very excited; you are opening a present. When you call 'freeze', students stop. Students observe and describe what they see others doing. Draw students' attention to particular poses or expressions that students are using.
3. Students work in groups to depict a scene described by the teacher, eg building with blocks, preparing food. Ask each group to 'freeze' their acting at the point where it best shows what they are doing. Draw students' attention to the need to use body movement and facial expression to further illustrate what they are doing.

(For the purposes of this unit you could begin to use the image of 'looking through a window', eg: Pretend that I am coming to your house and I look through the window and see you playing in your room. What would I see you doing?)

SCENARIOS FOR FREEZE FRAMES

The following scenarios are based on matching scenes in the story of Joseph. You may wish to add extra characters or names of your own choice into the story.

A. It's not fair

It's your younger brother's birthday, and he's opening his present. It's a new bike. It's red and shiny. It has a bell, a horn and two kinds of brakes. Your brother is excited but you are not. You're thinking 'It's not fair! I never got a bike like that when it was my birthday!'

B. Anger and lies

You are playing at your friend's place. Your friend has a smaller sister who always follows you around. You want to play by yourselves, so you go out to the cubby, but the sister follows you out. You say: 'Go away, we don't want you', but she doesn't listen. So you run out of the cubby and lock the door behind you. The sister is locked inside and she's crying and screaming, but you and your friend run away and leave her locked in there.

C. Important jobs

Your mother and father are going to take a present to the neighbours next door. They have decided the children will stay at home and they put you in charge of your small brother. At first he is really silly and runs all through the house. You say: 'Come on, let's get out the blocks and the cars and trucks. We can make a really big town all over the floor.' He comes and joins in, and when Mum and Dad get back you are playing together.

D. Forgiveness

You are playing with your collection of cards when your brother comes, snatches one and screws it up. You are very angry with him and get your cards, take them to your room and shut the door. After a long time your brother knocks on the door and says: 'I'm sorry. I'll give you two of my cards instead.' At first you don't want to, but then you say, 'It's OK. Come on, bring your cards here and we'll go through them together.'

