

**MODEL UNIT  
BAND A  
LEVEL 1**

# LOST AND FOUND

**LIFE CONCEPT: GOD SAVES PEOPLE FROM SIN AND EVIL**

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

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

## UNIT-SPECIFIC GOALS (highlighted)

### 1 SIN AND EVIL RUIN GOD'S CREATION

- 1a hear the biblical account of Adam and Eve turning away from God
- 1b explore the concept of sin
- 1c investigate the way sin and its consequences affect feelings

### 2 GOD RESCUES PEOPLE FROM SIN AND ITS CONSEQUENCES

- 2a explore Bible stories of rescue
- 2b consider the Bible's teaching that Jesus makes people friends with God

### 3 GOD OFFERS ETERNAL LIFE TO ALL PEOPLE

- 3a consider that God gives his friends the gift of heaven
- 3b consider that Jesus' friends look forward to being in heaven with him

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

- Recall details from one of the 'lost and found' stories through an activity that the teacher chooses, eg story map, dramatisation. (2a)
- Suggest words to identify feelings in the stories. (2a)
- Illustrate the story of Adam and Eve disobeying God. (1a)
- Illustrate times when they have done wrong and how this makes them feel. (1b,1c)

### ASSESSMENT STRATEGIES

- ⇒ questioning; work samples
- ⇒ class list of words
- ⇒ work samples
- ⇒ observation of students' comments; work samples

## UNIT SUMMARY

This unit explores the theme of rescue through using parables of Jesus. Students identify objects that are special to them and then hear stories with a 'lost and found' theme: the parable of the lost coin, the lost sheep and the forgiving father. The story of Adam and Eve is told, with the emphasis being on God's love in spite of people's sin.

## UNIT NOTES

Although this concept is entitled *God saves people from sin and evil*, the emphasis in this band is on *God saves*.

This unit develops the concept of rescue through the 'lost and found' imagery that Jesus himself used to explain what he was doing for people. At this level the focus is on **telling** the story, rather than interpreting its meaning.

Be aware that some students may have real fears about getting lost. Look for opportunities to link this unit with other curriculum areas, eg health and personal safety programs.

### WORDS TO KNOW

cares, coin, shepherd, son, rescue

## INTRODUCTION

### 1. MY SPECIAL POSSESSION

Inform parents that you will be asking students to bring a special possession to school. Bring along a special object of your own that you can tell a personal story about.

Show and describe your special object. Model the structure you want students to follow. Tell

- what it is
- where you got it
- what you do with it
- why it is special
- how you care for it.

Allocate time each day for students to tell about their special object. Make opportunity to include comments like: *God gives us so many special things. How would you feel if your . . . was lost? What do you do to make sure that your . . . is kept safe?*

Choose from the following activities:

- Students draw/write about their objects to make a class book. Include a thankyou to God in the text.
- Sing the song 'God gives' (*All Together Again* 109). Adapt it for different things that students bring along.
- Read fiction books about special possessions and people's feelings towards them (see Recommended Resources).

## DEVELOPMENT

### 2. BIBLE STORIES

Begin by telling a personal story of a time when your special possession was lost (or, if need be, enact a small drama by pretending to lose, search for and then find your object).

Tell your students that Jesus told some stories about how people felt and what they did when their special things were lost and found.

#### The lost coin Luke 15:8–10

Use a picture book to tell the story, or tell it in your own words and dramatise as appropriate. Conclude with words like: *'And God cares for us just like the woman cared about the coin that was lost'*.

Talk about how the woman would have felt at different times in the story. You may like to start to list words students suggest.

Choose from the following activities:

- Play a searching game to find the hidden [lost] coin. Students talk about how they felt when they were looking for the coin and how they felt when they found it.
- Examine the contents of the school's lost property box, talking about how students or parents feel when clothing is lost and found.
- Make a class 'lost and found' box.
- Collect a number of jigsaw puzzles and remove one piece from each. Ask students to work on the puzzles. When they discover that a piece is missing, talk about how they feel. Encourage students to search for the missing piece and to share the excitement when it is found and the puzzle is completed.
- Teach the first verse of the rhyme 'Lost and found' (TRS A1/1). Students may paste this into their books and illustrate it.

#### The lost sheep Luke 15:3–7

Before telling this story, read TRS A1/2 about sheep and shepherds in Bible times in order to select and adapt appropriate information to share with your students. Supplement this with pictures from Bible story books or non-fiction books.

Read the story from a picture book such as 'The Lost Sheep' from *The Lion First Bible* (story 47), or tell and dramatise the story in your own words. This is an appropriate time to introduce and use the word 'rescue'. Conclude the story with words like: *And God cares for us just like the shepherd cared about the sheep that he rescued*.

Talk about how the shepherd (and the sheep) would have felt at different times in the story. Add these feeling words to your list.

Choose from the following activities:

- Students each make a small lamb from cardboard and cottonwool. These could also be used to play searching games or to retell the story.
- Students bring soft toys from home. Use these to make up a modern-day story of 'The lost toy'. Write and illustrate the story in big-book format for the class to read or act out. End your story with words like: *Did you know that God loves us just as much as . . . loves the . . . ?*
- Talk about lost pets. Read the lost and found section of a local newspaper for examples of pets that have been lost. Talk about how the owners are feeling and how they will feel if the pets are found.
- Teach the second verse of the rhyme (TRS A1/1). Students may like to paste this into their books and illustrate it.

### The son who left home Luke 15:11–32

Read the story from a picture book such as 'The lost son' in *The Lion First Bible* (story 48), or use toy figures as you tell it in your own words. Conclude the story with words like: *And God cares for us just like the father cared about the boy who left home.*

Talk about how the father and his son would have felt at different times in the story. Add these feeling words to your list.

Choose from the following activities:

- Act out the story.
- Students make a model of the scene, using Duplo or similar material to retell the story.
- Make a picture map of the story.
- Teach the third verse of the rhyme (TRS A1/1). Students may like to paste this into their books and illustrate it.

### Adam and Eve sin against God

Genesis 3

Read the story from a picture book such as 'The First Sad Day' from *The Lion First Bible* or tell the story in your own words using illustrations or puppets. Emphasise God's love in coming to look for Adam and Eve after they had sinned. At the end of the story use words like: *God loved Adam and Eve so much that he went looking for them after they had disobeyed him. God loves you just as much.*

1. Introduce the word *sin*, briefly explaining that the wrong things people do are called sins. Adam and Eve sinned when they disobeyed God. We sin when we do things that are wrong. Students suggest things that they think are sin.

Listen to students' suggestions to help you develop an understanding of what students at this level think sin is. Accept all suggestions, even if they appear to be 'wrong'. There may be concepts that you can develop further by incidental conversation or future lessons, or through worship.

2. Talk about how Adam and Eve would have felt after they had sinned, eg Eve was *ashamed*; Adam and Eve were *frightened*; God was *disappointed*, but he continued to *love* Adam and Eve. Add these words to your list. Students illustrate the story and talk about their illustrations to the teacher.

Sin still makes people feel upset. Students talk about times when they have felt upset because of sin. Add appropriate words to your list. Students illustrate an example from their own lives, eg *I didn't pick up my toys. When Mum got cross, I felt upset.* Prepare some heart-shaped or smiley-face stickers. As you talk to each student about their work, add a sticker and a message that reassures them that God loves them at all times.

3. Decide on a way in which you can share how you feel knowing that God loves you, cares about you and forgives you. You might

- draw or paint your happy face;
- share a song about God's love (refer to song list in appendix);
- play and dance to music that makes you feel happy.

Invite students to participate in a similar activity.

## RESPONSE

### 3. CELEBRATION

The people in the stories celebrated when they found what was lost. Continue the theme of celebration by having a celebration 'party'.

Use food like what was eaten in Bible times, eg nuts, raisins, dates, cheese, flat breads, olives, oil, grape juice.

Review each story with a song or rhyme and play some favourite hiding and finding games.

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> a special object of your own</li><li><input type="checkbox"/> fiction books about special possessions</li><li><input type="checkbox"/> <i>The Lion First Bible</i></li><li><input type="checkbox"/> picture books of the parables (see Recommended Resources)</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> your choice of aids to assist in telling the story</li><li><input type="checkbox"/> your choice of materials for student response</li><li><input type="checkbox"/> photocopies of TRS A1/1 (optional)</li><li><input type="checkbox"/> foods for the celebration</li></ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Students relate what is read to their own knowledge and experience; identify plot, setting and characters; extend vocabulary through language use. *Everyday Texts:* Speak audibly, pronounce clearly, order ideas.

**HEALTH AND PHYSICAL EDUCATION:** *Protective behaviours:* Identify how their bodies react when frightened, lost, unsafe; identify what they can do to feel safe. *Feelings:* Identify objects that are special to them; identify feelings and emotions.

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 respond to the range of students' oral responses? What comments did I use to help develop their understanding of God's love?

How did I respond to the range of students' understanding about sin? Did I use appropriate language when talking about sin?

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?



## LOST AND FOUND

1.

A lady lost a coin one day.

'Oh no, no, no', just hear her say.

'I'll get my broom and sweep the room.

Look! Here it is! Hooray, hooray!'

*Clap your hands and shout with me.*

*My coin is found as you can see. (hooray)*

2.

A sheep went walking down the track,

kept on walking and didn't come back.

Shepherd searched up hills and down

till at last the sheep was found.

*Clap your hands and shout with me.*

*My sheep is found as you can see. (hooray)*

3.

A silly young boy left his dad

but got into trouble and was real sad.

Said: 'Hey, I know just where to go:

back to my father who loves me so'.

*Clap your hands and shout with me.*

*My boy is back as you can see. (hooray)*



# SHEEP AND SHEPHERDS

The keeping of sheep (as well as cattle and goats) was an important part of life for people in biblical times.

- ☆ A typical farm was only as large as the family could manage by themselves or with a few servants or hired help. The farmer did not live on his land but in a nearby village or town. Therefore shepherds were needed to watch the flock.
- ☆ The shepherd's job was to stay with the sheep. Because flocks were not large, the shepherd would know each of the sheep, often by name. During the day the shepherd needed to lead the sheep to good food and water. This was not always easy to find because much of the land was harsh, stony and rugged. It was common to keep goats in the same flock.
- ☆ The shepherd also needed to protect the sheep from wild animals, such as lions, leopards, bears, and wolves. Shepherds carried a sling, a wooden club and a staff. The staff was used to catch hold of any sheep which fell. Oil was carried in a ram's horn and used on any wounds that the sheep may have had.
- ☆ At night the sheep were taken into a sheepfold. This was an enclosure made from stone, with the walls high and wide enough to protect the sheep from dangerous animals or thieves. Thorn branches were put around the top of the wall. Often a shelter was built alongside an inside wall to keep the sheep dry and warm. The sheepfold had only one entrance, and the shepherd would sleep by this entrance.
- ☆ Sheep provided wool for clothes. After the sheep were shorn, the wool was washed by placing it on a rock in a pool of water and treading on it. It was then spread out and dried in the sun. It could be dyed, and the women would then spin and weave the wool into clothes.
- ☆ Sheep were occasionally eaten as meat and also provided milk which was made into curds or cheese.
- ☆ Every family — even the very poor — hoped to be able to buy two lambs at Passover time. One was killed and eaten, but the other often became a playmate for the children. If there was no separate shed for the animals, the lamb would sleep with the children and even feed from the same dishes (2 Samuel 12:3).
- ☆ Children helped look after the animals, and boys often worked as shepherds for their father.

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Biblical references about sheep and shepherds that may be suitable for students in this band level are:

- ☆ 1 Samuel 17:15,34–37,40 David's early life as a shepherd
- ☆ Psalm 23 pictures life with God as being like sheep with their shepherd
- ☆ Luke 2:8–15 Jesus' birth is revealed to the shepherds
- ☆ John 10:1–21 Jesus speaks of himself as the Good Shepherd



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