

**MODEL UNIT  
BAND A  
LEVEL 1**

# CARING FOR OTHERS

**LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE**

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

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

**UNIT-SPECIFIC GOALS (highlighted)**

**1. GOD'S LOVE  
INSPIRES AND EQUIPS  
CHRISTIANS TO LOVE  
AND SERVE OTHERS**

1a explore Bible stories which illustrate God's love for all people

1b explore Bible stories which illustrate ways people respond to God by loving and serving others

1c identify everyday situations in which people can love and serve others

**2. GOD CALLS  
ALL PEOPLE TO  
WORK FOR PEACE  
AND JUSTICE**

2a identify situations that are fair and unfair

2b explore Bible stories that illustrate the concept of fairness

2c consider ways people can show kindness to those who are treated unfairly

**3. GOD CALLS  
CHRISTIANS TO  
SHARE THE GOOD  
NEWS BY WORDS AND  
ACTIONS**

3a investigate Jesus' sending of his followers to continue his work of sharing God's love

3b explore Bible stories of people sharing God's love with others

3c identify situations in which people tell others of Jesus' love

**STUDENT ASSESSMENT**

**ASSESSABLE STUDENT OUTCOMES**

Illustrate characters from Bible stories who helped and showed care. (1b)

Record or role-play things people need. (1c)

Dramatise ways Jesus' helpers shared God's love. (3a)

Illustrate ways they can show love and care. (1c)

**ASSESSMENT STRATEGIES**

⇒ work sample TRS A1/2

⇒ work sample of your choice, eg drawing, writing, dramatisation

⇒ pantomime

⇒ work sample

**UNIT SUMMARY**

Students meet 'Care-bear' who introduces the concept that people need friends, food, clothing, shelter and love. Students hear stories of Bible characters who cared and identify ways in which they can show care to others in their everyday life. Students also participate in a project to support people in the community who need care.



## UNIT NOTES

The faith statements underlying this unit are complex for students at this level. Adapt the depth to which you explore them to the maturity of your class.

Concepts are introduced through 'Care-bear', preferably an old, well-worn bear that will be with you throughout the unit. If you choose not to use this approach, you could introduce each concept through pictures or the Bible story.

Over the course of the unit you will use pictures to make a display which summarises each concept.

Teacher Resource Sheet (TRS) A1/4 contains a prayer book that the teacher or students can make. This optional and non-assessable activity could be used as part of the class worship times.

Students respond by participating in a service project which may be introduced at any time during the unit. Adapt the suggestions given to meet your local situation.

The book, *God's Love Is for Sharing* (see Recommended Resources Menu) is a useful resource for this unit.

### WORDS TO KNOW

help, care, love, poor, hungry, homeless

## INTRODUCTION

### 1. PEOPLE NEED FRIENDS

The teacher introduces Care-bear to the class by using the story 'People need friends' on TRS A1/1. Ask students:

- What does Care-bear need right now?
- What could you do or say to Care-bear or anybody else who is feeling lonely?

Begin a class display showing pictures of friends together. Add a label: 'People need friends'.

#### **A sick man's friends cared** Mark 2:1–12

Use simple props to help tell this story, eg a model of a house (from a box or blocks), a stretcher, toy people. Tell the story, then review it using the chart and headings on TRS A1/2.

Choose from the following activities to develop the concept that friends help one another:

- Students draw/paint/write about helping or being helped by a friend.
- Students make up a small play or mime about friends helping each other.

- Use the pictures from the display as a basis for picture talks. Students share their experiences of being with a friend/being helped by a friend.
- Use fiction books, songs, rhymes or finger plays about friends.

## DEVELOPMENT

### 2. PEOPLE NEED LOVE

Use the Care-bear story 'People need love' on TRSAI/1. Ask students:

- What things made Care-bear feel he was loved?
- What other ways can people show love?

Add pictures of people showing love and care to your display, with a label 'People need love'. Use these pictures to help students recognise that people can show love by words and actions.

Students identify and illustrate practical ways they can show love. These could be recorded in their own books or in a class book.

#### **The good Samaritan** Luke 10:30–37

Read the story from a Bible story book or tell it in your own words. Review the story, adapting the chart and headings on TRS A1/2.

Choose from the following activities:

- The class acts out the story or students work in groups and retell the story using toy people or puppets they have made.
- Use the Bible story pantomime from *Fingers Tell the Story*, page 60.
- Students make a painting of the story.

From the three Care-bear stories that follow, choose those that you feel are appropriate for the needs and understanding of your class.

### 3. PEOPLE NEED FOOD

Use the Care-bear story 'People need food' on TRS A1/1. Ask students:

- What does Care-bear need right now?
- What could you do to help someone who was hungry?

Add pictures of food to your class display, with the label 'People need food'. If you feel students are ready, introduce the concept that not all people have enough food, but avoid using pictures that could be distressing.

#### **A boy who cared** John 6:1–13; Mark 6:30–44

Read the story from a Bible story book or tell it in your own words. Review the story using the chart and headings on TRS A1/2.

Choose from the following activities:

- Re-enact the story using real fish and bread.
- Students draw, or cut out pictures of food to add to the display or to go into their books.
- Students use playdough and make models of food.
- Students prepare a simple 'recess' to share with another class, eg biscuits, spread, cheese, cut-up fruit.

#### **4. PEOPLE NEED CLOTHES**

Use the Care-bear story 'People need clothes' on TRS A1/1. Ask students:

- What does Care-bear need now?
- How could we help him?

Add pictures of clothes and a label 'People need clothes' to your display. Through discussion begin to raise students' awareness that there are people who do not have good clothes or warm blankets.

This would be an appropriate time to share the story of Dorcas (Acts 9:36–42), but note that this story is also used in the unit *God gathers people into the Christian church*.

Choose from the following activities:

- Use non-fiction material and talk about the use of clothing for warmth and protection.
- Students write/draw about their clothes.
- Students make clothes for Care-bear out of paper or scraps of material.

#### **5. PEOPLE NEED HOMES**

Use the Care-bear story 'People need homes' on TRS A1/1. Ask students:

- What could Care-bear do to help someone who has lost their home?

Add pictures and a label 'People need homes' to your display. As appropriate, begin to raise students' awareness that some people do not have homes to live in.

Choose from the following activities:

- Use non-fiction material to talk about homes providing shelter.
- Students draw/paint/ write about their home.
- Students use boxes or blocks to make a model of a home.
- Groups of students take turns to play in the 'home corner'.

## **RESPONSE**

### **6. SHARING GOD'S LOVE**

#### **A. Love comes from God**

Use the Care-bear story and activity on TRS A1/3 to share 1 John 4:19 CEV, *We love because God loved us first*.

#### **B. Jesus' friends share love**

Use the script and pantomime on TRS A1/3 to investigate ways Jesus' disciples shared God's love.

### **7. SHARING GOD'S LOVE TODAY**

Jesus' disciples shared God's love through their words and actions.

Give students the opportunity to help and show care by participating in a service project.

To initiate a service project, you could invite a guest speaker or use promotional material from a community service group. Alternatively, consider how your class could support a project the school is already involved in. Use Care-bear to review the concept of sharing God's love and to motivate students to be involved.

Work as a class to decide on and implement practical ways of showing care. Consider the following suggestions or use ideas of your own:

- Raise money for a project by making simple items from a children's cook book to sell at recess time. (Parent assistance will be necessary to make 'quality' end product.)
- Students each paint a square of material. Join these together to make a patchwork rug to donate to a local charity.
- Students paint or finger-paint on good quality paper. Laminate the paintings and give them to a local hospital or aged-care home to use as place-mats.

Tell others about your project. Students could talk at assembly or work together to prepare a notice for the school newsletter.

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> an old, well-worn teddy bear</li><li><input type="checkbox"/> posters or photographs for each concept that you develop</li><li><input type="checkbox"/> paper for charts to review each story (modelled on TRS A1/2)</li><li><input type="checkbox"/> magazines, playdough, blocks or other materials, depending on the activities you choose</li><li><input type="checkbox"/> a model of a house made from a box or with blocks, and a stretcher</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Smarties: one for each student, and extra to outline the Bible verse</li><li><input type="checkbox"/> invite a guest speaker or obtain promotional material from community service groups</li><li><input type="checkbox"/> materials for the service project that you undertake</li><li><input type="checkbox"/> optional: the book, <i>God's Love Is for Sharing</i> (see Recommended Resources Menu)</li><li><input type="checkbox"/> photocopies of TRS A1/2, A1/4 for students' use (optional)</li></ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Through discussion, students relate what is read and viewed to their own knowledge and experience. Identify characters in a story.

**HEALTH:** *Identity:* Identify ways of helping others. *Interaction, Relationship and Groups:* Talk and learn about being a friend; learn that friends can help. *Health of Populations:* Identify things people need to stay healthy (food, shelter, housing, love).

**SOCIETY AND ENVIRONMENT:** *Natural and Social Systems:* Recognise social and service groups in the community.

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 and develop the range of students' understanding of these concepts?

How did I motivate and respond to students' interest in the service project.

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?

# SCRIPTS FOR CARE-BEAR'S STORIES

## 1. PEOPLE NEED FRIENDS

Good day, everyone. My name is Care-bear, and Mr/Ms X has invited me to come into your classroom for a few weeks.

I was really pleased that he/she invited me, because I've been feeling pretty lonely lately. My best friend moved away, and now I've got no-one to play with. I'm a bit shy and I don't like just going over to other bears and talking to them. I wish they would come and talk to me, then I'd know that they cared about me.

I'm not sure what school is going to be like. It's a bit scary being in a new place. I think for now I might just sit in that corner over there and wait and see what happens.

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## 2. PEOPLE NEED LOVE

Hi! I'm started off today feeling a bit sad. Mum was really busy with my brother this morning, and she didn't have much time to help me. Sometimes I think that she loves him more than she loves me.

Dad had to rush off to work and he didn't even say goodbye. When he's busy all the time, I wonder if he really loves me.

But when I walked into school this morning people came over and started talking to me and wanted to play with me. It made me feel much better.



## 3. PEOPLE NEED FOOD

Hi, everyone! I've been having a really good time at school. People have been so friendly and caring. They've been talking to me and playing with me.

(Care-bear holds his tummy.) Excuse me! That was my tummy rumbling. I'm hungry. We didn't have much food at home, so I didn't have any breakfast. Mum says that we'll go shopping when we get some money. It's not nice to be hungry.

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## 4. PEOPLE NEED CLOTHES

*Care-bear wears old, ragged clothes.*

Good morning, everyone! I know I might look a bit funny today. My good clothes were in the wash and I haven't got any others except these old ones. They aren't very good and they've got holes in them. Is it OK to wear them to school?

Mum says that we haven't got enough money to buy new clothes right now. I would like some new clothes . . .

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## 5. PEOPLE NEED HOMES

Listen to this, everyone! Last night we were at home when we heard sirens down the road. We didn't take much notice, but this morning I was walking to school and I went past this house that was all burnt down. Yesterday there was a house there and today there was nothing.

I wonder where the people are. What would it be like to have no house to live in. I wonder what I could do to show that I care.

# REVIEWING BIBLE STORIES

This chart can be used to review and discuss the stories in this unit. Enlarge the chart and adapt the headings for specific stories. You will need to make a copy for each story that you tell. The teacher or students can draw pictures to complete the boxes, or use pictures cut from other sources. Begin by modelling its use with the whole class; once students are familiar with the routine it can be used for assessment as students complete it by themselves.

<p><b>Who needed help?</b></p> 	<p><b>How did Jesus show he cared?</b></p> 
<p><b>Who else helped in this story?</b></p> 	<p><b>How can I care?</b></p> 

# SHARING GOD'S LOVE

## A: LOVE COMES FROM GOD

Based on 1 John 4:19 (CEV)

*You will need enough Smarties to give one to each child (to eat). If possible ask a parent or assistant to help.*

**Teacher:** Care-bear, I'd like you to give each of the children here a Smartie.

**Care-bear.** A Smartie? I don't have any Smarties to give them.

**Teacher:** What if I give you some Smarties first? Could you give everyone a Smartie then?

**Care-bear:** Oh yes, I sure could. I'd love to do that.

*Teacher gives Care-bear a packet of Smarties and helps him pass them out to the students. Do this as quickly as possible.*

**Teacher:** Now, Care-bear, I'd like you to give all of the children here some love.

**Care-bear:** Some love? I don't have any love to give them.

**Teacher:** What if God gives you some love? Could you give it to someone?

**Care-bear** (hesitantly): Maybe. But how could God give me some love?

**Teacher:** He already has, Care-bear. He's given you friends/food/clothes/a home to show that he loves you. He even tells you in the Bible that he loves you.

**Care-bear:** That's right! He does too! Well, if God has given me love, then I **can** give some love to others.

*Care-bear shows each student some love, eg giving a pat on the shoulder or a hug, saying 'I love you'.*

## A BIBLE VERSE ACTIVITY

*We love because God loved us first.*

You will need extra Smarties for this activity. Write the words of the verse in white glue and paste Smarties over the letters. (Talk to your students about **not** eating these Smarties.) Display in a high position.

## B: JESUS' FRIENDS SHARE LOVE

Based on Matthew 9:35–38; 10:1–15,26–30

Jesus was feeling tired. He had been so busy. He had talked to people, he had made lonely people happy and sick people better.

But still people kept coming to Jesus wanting help, and he couldn't send them away. There were so many people who needed help.

What could Jesus do?

'I know what I'll do', thought Jesus. 'I'll choose some helpers.'

Jesus chose twelve helpers, and this is what he told them: 'Go out to the people and tell them about God's love. Help the people who are sick, talk to the people who are lonely, make the sad people feel happy.'

'But where will we stay?' asked Jesus' friends. 'Where will we get our food?'

'Don't worry', replied Jesus. 'People will invite you to stay with them. People will give you food.'

Jesus' helpers did just as he told them. They went from town to town, helping people and telling them about God's love.

## STORY PANTOMIME

*Divide the students into two groups; one group pretends to be the helpers and the other group pretends to be the people they help.*

Jesus was tired, so tired,	<i>Yawn</i>
walking from town to town,	<i>Walk in place</i>
helping people, loving people.	<i>Take a partner's hand</i>
But still the people came.	<i>Stretch arms wide</i>
'I know', thought Jesus, 'I need some helpers. Will you help? And you? And you?'	<i>Point to others</i>
'Yes, we'll help, we'll help'.	<i>Nod head</i>
'Then go. Go to the people. Help them, talk to them, tell them about God's love.'	<i>Students walk off and pretend to be helping</i>

Teacher moves around the room and asks each student how they are helping.



# CARE PRAYER BOOK

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## Care Prayers

Jesus cares for me

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Dear Jesus,  
thank you for caring for me by giving me  
friends.

I like to play with \_\_\_\_\_.

1

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Dear Jesus,  
thank you for caring for me by giving me  
food.

I like to eat \_\_\_\_\_.

2

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Dear Jesus,  
thank you for caring for me by giving me  
clothes.

I like to wear \_\_\_\_\_.

3

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Dear Jesus,  
thank you for caring for me by giving me  
my house.

I like to \_\_\_\_\_  
in my house.

4



Dear Jesus,  
thank you for loving me.  
Help me to show love by

\_\_\_\_\_.

5

To make the prayer book:

- Copy both sheets for each student.
- Cut along the lines.
- Staple the six sheets together at the left hand edge.



