MODEL UNIT BAND A LEVEL 2	# FAIR OR NOT FAIR

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

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STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES		**ASSESSMENT STRATEGIES**
Illustrate feelings about situations in their own lives that appear fair or unfair. (2a)	⇨	work sample
Retell the main events in the story of Jonah. (1a, 2b)	⇨	TRS A2/1 or work sample of your choice
Suggest fair solutions to everyday problems. (2c)	⇨	Writing or illustrating solutions (TRS A2/2)

UNIT SUMMARY

Students are introduced to the concept of 'what's fair' through the story that the prophet Nathan told David, and by sharing their own experiences of things that are 'not fair'. The story of Jonah is used to illustrate how God's understanding of fairness differs from that of Jonah. Students identify situations in the school/class that may not seem fair and help establish guidelines for managing these situations. .

WORDS TO KNOW

fair, unfair, feelings, forgiveness

INTRODUCTION

1. FAIR OR UNFAIR

A Nathan's story 2 Samuel 12:1–6

Tell students that the Bible tells the story of a king called David. David had done something that was very unfair. He had taken the wife of one of his soldiers. God sent a man called Nathan to talk to David. This is the story he told him. Share the story with your students in any of the following ways:

- Dramatise the story as you tell it.
- Use figures on a felt board.
- Use toy animals and people as you tell the story.

Discuss the following questions:

- How does this story make you feel? Why?
- What would you like to say to the rich man?
- What would you like to say to the poor man?

Give students the opportunity to suggest their own ending to the story. Students divide a page into thirds. In one third they draw the poor man and his lamb; in another, the rich man with all of his animals; and in the last third, students write or draw what they think is a 'fair' ending.

B Our stories

Students share stories of experiences which they feel were not fair. The teacher briefly summarises these under headings, eg in the playground, in the classroom, at home.

(Listen to the students in order to see things from their perspective, rather than trying to explain situations from an adult viewpoint.)

C Feelings

The teacher uses the list from the previous activity to make up short stories about situations that are unfair, as well as some which have a fair outcome.

After telling a story ask the students to draw a face which shows how they would feel if they were in this situation. Alternatively, provide students with mirrors and ask them to show the feeling in front of a mirror**.**

Make a class list of words to describe these feelings.

> Help students see that unfair situations lead to hurt feelings and broken relationships.

DEVELOPMENT

2. GOD IS FAIR

The story of Jonah is used to develop an understanding of fairness. *The Lion First Bible* (story 30) clearly tells what Jonah thought was fair and what God decides is fair.

Introduce the story of Jonah with words like this: *There's a story in the Bible about a man who thought it would be fair for people who did bad things to be punished. He found out that God had different ideas.*

Read the story from *The Lion First Bible* or another children's Bible or Bible story book.

To clarify and review the important messages of this story, use a story map and discuss each part of the story, using the following framework and questions:

A Jonah running away

God wanted Jonah to go to Ninevah and tell the people to be sorry for the wrong things they had done. Jonah did not want to go because the people of Ninevah were enemies of Jonah's people.

- Jonah wanted God to punish the people of Nineveh. Was Jonah being fair?
- What do you think God should have done to the people of Nineveh? Would this have been fair?

B Jonah on the ship in the storm

Jonah knew that it was wrong to run away from God.

- What could Jonah have done instead of telling the sailors to throw him into the sea?

C Jonah is swallowed by a fish

While Jonah was inside the fish, he talked to God. He told God that he was sorry for what he had done wrong.

- Talk about a time when you said that you were sorry for something you did wrong.

D Jonah preaches in Nineveh

Jonah told the people that God was going to punish them.

- What did the people of Nineveh do?
- What would you do if someone told you that you were going to be punished?

E Jonah is very cross

Jonah told God that he wanted God to punish the people.

- Jonah told God that the people of Nineveh deserved to be punished. Was this right?

God said: 'I love all of these people. They have told me that they are sorry. I am not going to punish them.'

- Was God being fair? Allow students to talk about this.

> God was 'better than fair' with the people of Nineveh. He could have punished them, but he wanted to show them that he loved them. Introduce to your students the concept that God was 'better than fair'.

Students respond to the story of Jonah in any of the following ways:

- Sequence the story using TRS A2/1.
- Illustrate their favourite part of the story (crayon wash is an effective way to do this) and say why they like that part.
- Act out the story, using their own words. Alternatively, use the story from the *Lion First Bible* as a script and present this as part of a school worship or assembly.

3. FAIRNESS IN ACTION

A Identifying real-life situations

The teacher tells some real-life stories to explore unfair situations that students may experience. TRS A2/2 contains stories you can use. You may wish to make up your own scenarios. If you do so, avoid using recent problems in the classroom which may embarrass some students.

After each story, discuss**:**

- Who is being treated unfairly?
- Why are they being treated like this?
- Who is being unfair? What are they doing or saying that is not fair? Why isn't it fair to do or say things like that?
- How would you feel if something like that happened to you?
- How might you feel if you were the one who wasn't being fair?

Make a number of copies of TRS A2/2 and cut the stories apart. Students choose at least one story and draw or write a fair ending for the story.

B Class guidelines

Use an action-response (If this happens, what can I do?) chart to record everyday issues that arise in the class/school situation, and ways of resolving these to achieve a fair outcome. For example:

If this happens	What I can do
I see people being left out	Go and ask them to play
Someone is calling another person names	Tell them that it's not fair; ask them to stop
I see someone being pushed around	Tell an older person or the teacher what is happening

Be sure to discuss each issue and the appropriate response, so that all students understand the guidelines put in place.

Display the guidelines and revisit them as necessary.

RESPONSE

Choose from the following activities as a response to this unit:

- Students make a banner or backdrop for the worship area with the heading *Let's be fair to others.* Decorate it with pipe-cleaner people with hands joined together. Alternatively, trace around the bodies of several students, cut out the shapes and decorate them with paint or collage.
- Make copies of the *Fair Square* game on TRS A2/3 for students to play in pairs or in small groups.
- As a class, develop a liturgy that can be used at any time throughout the year to revisit the concepts from this unit. Students help to write:

  opening words

  a prayer or litany of confession

  words of forgiveness

  Include songs which tell of God's love and forgiveness.

Summarise the message of this unit as follows: *God was kind to the people of Nineveh. God forgave them for the wrong they had done. The Bible shows that God is more than fair to us. God forgives people when they tell him they are sorry for wrong things they do.*

YOU WILL NEED

☐ *The Lion First Bible* or an appropriate children's Bible

☐ large paper for an action response chart

☐ materials for the response that you choose for the story of Jonah

☐ materials for the response activity that you choose

☐ optional: photocopies of TRS A2/1 TRS A2/2, TRS A2/3 for student use

☐ dice and game counters

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Appreciate that people can have different interpretations of the same text; introduce aspects of plot, setting and characters.

HEALTH: Identify feelings from relationships; help others; solve problems. *Interaction, Relationships and Groups:* Identify effects of bullying, teasing and harassment; recognise people who can help. Develop skills of listening, negotiation, caring; cooperate and negotiate with others; make rules; listen to others' opinions.

SOCIETY AND ENVIRONMENT: *Participation:* Identify classroom problems and ways of overcoming them; develop strategies for working with others; choose between alternate ways of interacting with others. *Social Systems:* Participate in decision-making; show respect for the rights and responsibilities of others; assess the fairness of roles and rules; develop strategies for resolving conflict.

from the National Statement 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 students' concept of what is fair?

How did I respond to the range of students' understanding of the story of Jonah, especially of God's forgiveness?

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?

JONAH

This text can be used in any of the following ways:

- The teacher cuts out the text boxes and pastes them in correct order onto A-3 size paper. Photocopy one sheet for each student to illustrate as a story map.
- Students cut, read and paste the text boxes in order before drawing their own story map.
- Students (or teacher) cut, arrange and paste text boxes to make their own book about Jonah which they illustrate.

God wanted Jonah to go to Nineveh.

Jonah did not want to obey God,
so he tried to go to a different country.

Jonah was on a ship when a storm began.

Jonah thought that God was angry with him.

He told the sailors to throw him into the sea.

A large fish came and swallowed Jonah.

Jonah was inside the fish for three days.

Then the fish spat Jonah onto the land.

Jonah went to Nineveh.

He preached to the people, and they listened.

They told God that they were sorry for their sins.

Jonah was cross. He told God:
'I wanted you to punish those people'.

But God said: 'They are sorry
for the wrong things they have done.
I do not want to punish them now.
I love everyone.'

REAL-LIFE SCENARIOS

These scenarios are designed to help your students start thinking about people who are treated unfairly, why they are treated unfairly, and what could be done about it.

Choose the stories most appropriate for your classroom. Feel free to change names of the characters.

You may like to enlarge the sketches and use them as you tell each story. Or cut 'jelly-bean people' from corrugated cardboard, add pipe-cleaner arms and legs, and manoeuvre the figures as you tell the stories. Students could either make their own jelly-bean people and use them to tell how they would make the outcome fair, or draw and write how they could make a fair outcome.

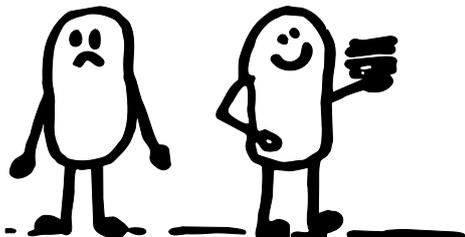
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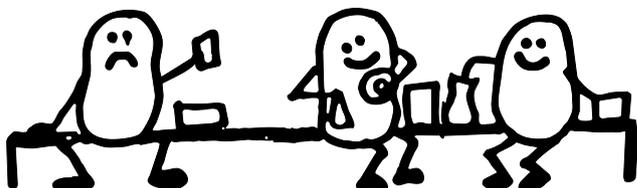
It's time for lunch. Everyone gets their lunch boxes out and starts to eat.

Nicole, Simon and Joel sit together.

Nicole has sandwiches that her mum has made. The other children have packets of chips, yoghurt or lollies.

Simon says, 'Those sandwiches look yucky. I'm glad my mum gets me what I like for lunch.'
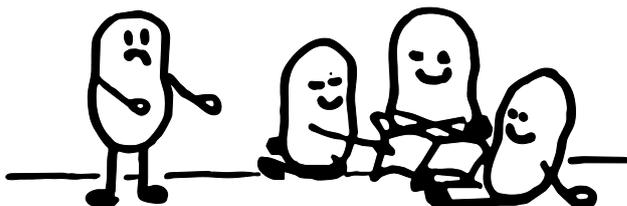

2

Chris knows that Karl is having a birthday soon and is going to have a party. On Monday Karl gives out invitations to five people, but not to Chris.

Karl says, 'I was only allowed to invite people who play well together. Sometimes you get silly, so you can't come.'
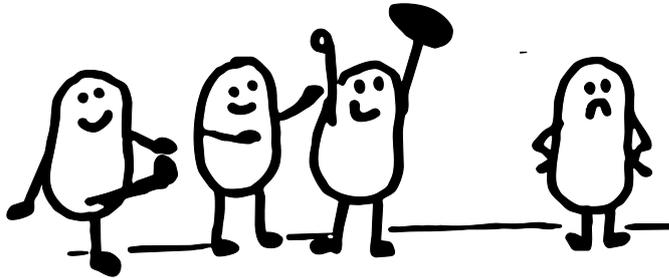

3

It's time for free activity. Some children are reading a book together and Lauren wants to join in.

She goes over to join them, but Michael says, 'You can't join in. You're not very good at reading.'

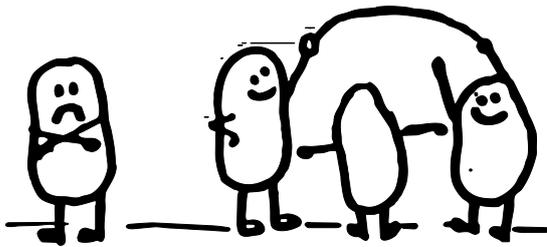
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Amy, Jordan, and Kelly are kicking a ball around. Matthew is with the group but he isn't kicking the ball.

Somebody kicks the ball hard and it goes onto the roof. The teacher comes over to ask who did it.
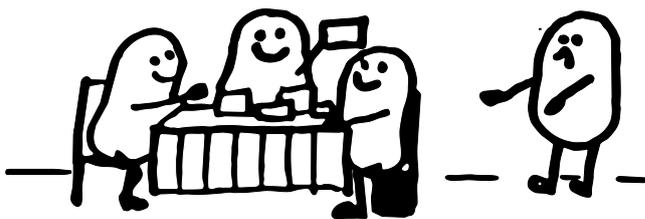
Amy, Jordan and Kelly say, 'Matthew did'.

5

Max, Caitlin and Shaun are skipping.

Jesse goes over too, but Shaun says, 'Don't let Jesse in. He can't skip properly.'

6

Kim has just moved from Thailand and she is still learning to speak English.

When it is time to work in groups, Kane, Alex, and Amanda say, 'Kim, go and work with someone else. We're all friends and we always work together.'

FAIR SQUARE

RULES
If you land on a 'fair square', have another turn.
If you land on an 'unfair square', go back three steps.

START

You take turns on the swing.

You hide the best toy so others can't see it.

You push to the front of the line

You share the big book.

You put the paints close to you so others can't reach them.

You say: 'Go away, you can't play'.

You say: 'You can go first'.

END

You help tidy up