

**MODEL UNIT
BAND B
LEVEL 1**

WHAT'S IN THE BIBLE?

LIFE CONCEPT: GOD HELPS PEOPLE BY HIS WORD

YEAR:SUGGESTED DURATION: 5 weeks (135 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② 3

UNIT-SPECIFIC GOALS (highlighted)

1. GOD REVEALS HIMSELF TO PEOPLE THROUGH HIS WORD

1a investigate Bible stories of ways God revealed himself to people

1b explore the Christian belief that through the Bible God communicates with people

1c explore ways Christians respond to the Bible

2. THE BIBLE IS GOD'S WORD, WRITTEN BY PEOPLE WHOM GOD INSPIRED

2a investigate the people whom Christians believe God inspired to write the Bible

2b identify and explore the different genres in the Bible, eg history, psalms, parables

2c explore the structure and features of the Bible, eg books of the Bible, Old Testament, New Testament, chapter, verse, index

3. THE BIBLE TELLS THE STORY OF GOD'S PLAN FOR THE SALVATION OF ALL PEOPLE THROUGH JESUS

3a explore Old Testament stories which tell of God's promises to his people

3b explore the Christian belief that Jesus fulfilled God's promises

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Identify and list features of the Bible. (2c)

Present information about the Bible. (2a,2b,2c)

Research and summarise a Bible story. (1b,2c)

Demonstrate Bible literacy skills. (2c)

ASSESSMENT STRATEGIES

⇒ observation, work sample

⇒ work sample

⇒ work sample

⇒ observation and recording on teacher check list
self assessment (TRS B1/5)

UNIT SUMMARY

This unit introduces the students to the features, content and message of the Bible. It assists students to develop basic Bible literacy skills, such as reading Bible references and finding Bible passages, and to identify Bible helps. The students will also explore Bible stories from the Old and New Testament which describe examples of God communicating his love to people.

UNIT NOTES

This unit of work is especially designed to be taught to the year level in which children are using their own Bibles for the first time.

Many of the activities for this unit will require students to develop and use process skills.

The teacher could develop a checklist of the following skills and assess the students' competence in these skills throughout the unit.

- Use conventional notation when quoting a Bible passage, eg John 3:16.
- Read and comment on short passages of Scripture from a modern translation.
- Find specific Bible passages.

The students will be developing an 'information pack' about the Bible which includes information about features of the Bible, stories of the Bible and the message of the Bible.

INTRODUCTION

1. WHAT DO I KNOW ABOUT THE BIBLE?

Ask students to collect Bibles, Bible story books, or Bible story computer software from home or from the school or local library. Display the various books and software. Allow students time to examine items in the display. Students identify the ways they could sort and classify these Bibles, eg those with pictures, old / new, printed / electronic.

As a class discuss and record answers to:

- What is the Bible about?
- Why was the Bible written?
- Why is the Bible an important book for Christians?

Accept all responses from the students as this activity will give teachers an indication of what the students know about the Bible.

Record the information on a class chart: *What We Know about the Bible*.

DEVELOPMENT

2. FEATURES OF THE BIBLE

Make sure each student or pair of students has a copy of a Bible.

Provide students with sufficient time to browse through the Bible and record the various features, eg index, contents, maps, introduction to each of the books, text. Students share with the class the features they have found in the Bible. Add this information to the *What We Know about the Bible* chart.

Provide time for the students to find in their Bibles the features which have been listed. Consider pairing students or organising them into small groups. Make sure that there is a more able student in each group, or invite students from senior classes to assist students to identify the various features of the Bible. Have students mark the various features of their Bibles for easy access, using sticky labels or bookmarks.

During this time it is important that the teacher moves from group to group observing the skills of the students in order to identify individual or class needs.

Conclude with a whole-class sharing time. Ask students to describe what they think the purpose of the various features of the Bible are. Discuss and identify which is the most important part of the Bible for Christians or which part of the book is the 'Bible' and which features have been added by editors.

Assist the students to see that for Christians the text is the most important part of the book. All the other features give information about the Bible.

3. FINDING BIBLE PASSAGES

Write the Bible reference 'John 20:31' on the board and ask students how they would read it. If the students are unfamiliar with the skill of finding Bible passages, assist them with the following steps.

READ THE REFERENCE:

- The word (John) is the name of the book in the Bible.
- The first number (20) is the number of the chapter in that book.
- The second number (31, after the colon) is the number of the verse in that chapter.
- The reference is: John, chapter 20, verse 31. We usually read it as 'John twenty – thirty-one'.

LOCATE THE REFERENCE

1. Use the contents page of the Bible to find the book (John). Find the name of the book you are looking for and its page number. Look for that page number in the Bible. This is the beginning of the book.
2. The large numbers on the pages of the Bible are chapter numbers. Find the number of the chapter (20).
3. In each chapter there are smaller numbers which tell the verses. Find verse 31 of chapter 20. Read from '31' and continue to '32'.

Give students other Bible references for further practice of this skill. Introduce extended readings, eg Acts 9:1–19.

Students find, read and discuss Bible passages to discover answers the Bible gives to the questions:

- What is the Bible about?
- Why was the Bible written?
- Why is the Bible an important book?

See: John 5:39 John 20:31
2 Timothy 3:15,16 Psalm 119:105.

Record answers on the *What We Know About the Bible* chart.

Each student makes a bookmark for their Bible. Students could record one of the above Bible passages on the bookmark.

4. INFORMATION PACK

Students investigate several areas of Bible knowledge and prepare a Bible Information Pack.

The class decides on the format of the 'information pack' before they begin their work, eg computer multimedia presentation, poster set, book. This resource could be made available through the school library and/or be sent home for families to view.

Students can work as a whole class, or individually, or in small groups.

If working as a class, the teacher assists students to investigate

- all topics of Section 1, (below)
- some writers from Section 2 and
- a Bible story from Section 3.

If working individually or as small groups, students investigate

- one topic from Section 1,
- one writer from Section 2 and
- one story from Section 3.

Students complete a planning sheet, Teacher Resource Sheet (TRS) B1/1a, B1/1b to assist with research. Make sure that all topics on the list are investigated by the class.

Begin or end each session with the students sharing with the class the information they are discovering about the Bible. This could be added to the *What We Know About the Bible* chart.

The investigation and the information pack will include:

Section 1: Information about the Bible

This section includes:

1. Bible helps — parts of the Bible which can assist people with reading the Bible, eg contents, maps, index, concordance
2. names of books of the Bible
3. instructions on how to read a Bible reference and how to find the reference in the Bible.

TRS B1/2, provides ideas and suggestions for researching Section 1.

Section 2: Who wrote the Bible?

Christians believe that God chose people from various times and backgrounds to write God's message, so that all people could know about God and God's love for them.

Read **2 Peter 1:21** to the students to identify what the Bible says about how the people who wrote the Bible knew what to write.

TRS B1/3a, B1/3b provide suggestions for researching writers of the Bible.

Section 3: Stories from the Bible

This section includes stories which describe God communicating his love to people, such as:

- Old Testament: God saves Moses, Sarah (the promise of a son), Ruth, Naaman
- New Testament: Mary Magdalene, Zacchaeus, Lazarus, Mary and Martha, Jesus, Paul.

See Bible References Menu.

TRS B1/4 provides ideas and suggestions for researching Bible stories.

Section 4: Bible activities (optional)

Students can include the following in the information pack:

- a Bible quiz page
- important Bible verses
- interesting facts about the Bible
- Bible character 'Who Am I?' quizzes.

RESPONSE

5. EVALUATION OF UNIT

After all the information has been collated, students view the information pack and complete an evaluation of the pack and the unit using TRS B1/5.

Plan strategies for future Christian Studies sessions to assist those students who have indicated on their evaluation sheet that they *need lots of help* with particular skills.

YOU WILL NEED

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| <input type="checkbox"/> photocopies of TRS B1/1a, B1/1b, B1/2, B1/3a, B1/3b, B1/4, B1/5 for students | <input type="checkbox"/> resources which will assist students to research Bible stories, such as Bible encyclopedia |
| <input type="checkbox"/> at least one Bible per child | <input type="checkbox"/> materials to make bookmarks |
| <input type="checkbox"/> materials to make the 'Bible Information Pack' | <input type="checkbox"/> sticky labels |
| <input type="checkbox"/> Bible story books | <input type="checkbox"/> paper or cardboard for class chart |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Summarise key ideas and events. Plan and review their own writing. Record and write opinions about what is read. Rely more on text for meaning than pictures.

Everyday Texts: Develop strategies for gathering, recording and reporting data. Explore the features of everyday texts. Use features such as contents, headings. Plan written texts to achieve their purpose.

STUDIES OF SOCIETY AND THE ENVIRONMENT: *Investigate:* Identify appropriate sources of information. *Communicate:* Listen and respond to oral histories, stories, presentations. Choose appropriate ways of presentation.

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' knowledge about the structures and features of the Bible?

How did I respond to the range of students' attitudes towards the message of the Old and New Testament Bible stories?

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?