

**MODEL UNIT  
BAND B  
LEVEL 2**

# GOD'S STORIES

**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, chapters, 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**

- Present an oral account of a story from the Old Testament. (1a,1b,2a,2c,3a)
- Present an account of a story from the New Testament. (1a,1b,2a,2c,3b)
- Summarise the main message of Bible stories from the Old and New Testaments. (3a,3b)
- Write a review of a Bible story. (1b,3a,3b)

**ASSESSMENT STRATEGIES**

- ⇒ observation / planning sheet / presentation
- ⇒ observation / planning sheet / presentation
- ⇒ questioning / work sample
- ⇒ work sample

**UNIT SUMMARY**

The unit focuses on the main message of Old and New Testament stories and their importance for people in biblical times and today. Students research the Bible stories, identifying God's actions in the stories, and plan and present an oral and/or visual retelling of the stories. They write a review of their favourite Bible story..

## UNIT NOTES

Before Bible stories were written they were handed down from generation to generation through the oral tradition. Throughout this unit the students will be developing their storytelling techniques as well as their Bible-reading skills. It is therefore important to discuss and implement strategies for effective speaking and listening prior to or in conjunction with this unit. Many outcomes from the English curriculum can also be achieved through this unit.

As students will be researching stories in the Bible, it would be advisable to revisit process skills with the students, eg finding Bible passages, (see Band B Level 1 Model Unit).

## INTRODUCTION

### 1. A GOOD STORY

Discuss as a class, the features of a 'good' story, eg it's exciting, scary, makes me feel happy. Record ideas.

Students prepare and present to the class a 3 – 5 minute oral account of a favourite story. The teacher could model this process. The story could be:

- a family history story from their parents or grandparents
- an event which they were a part of or witnessed
- a story they were told by someone
- a story they have read.

Students introduce their accounts by telling why they chose the particular story. Establish storytelling groups or roster students to share their stories with the class. Students could categorise the stories they hear.

This activity does not need to take place during Christian Studies sessions.

## DEVELOPMENT

### 2. STORIES IN THE BIBLE

Ask students to suggest the kinds of stories found in the Bible. Students work with a partner to list names of Bible stories they know. (Do not presume that this will be a comprehensive list.) Students work in small groups to sort and classify the stories into categories, eg stories about God's people, stories about Jesus.

If the students are unfamiliar with the Bible, provide time for them to browse through a variety of Bibles and Bible story books focusing on the different kinds of stories found in the Old and New Testaments.

Groups share with the class the categories they have used and the stories in them.

Tell the students that the stories of the Bible have been sorted into two categories:

- The Old Testament contains stories about God and God's people which happened before Jesus was born.
- The New Testament contains stories about Jesus and the impact Jesus had on people.

Make a class chart with the headings *Old Testament* and *New Testament*. Record the stories the students have named under the correct headings.

### 3. OLD TESTAMENT STORIES

God's promise to his people is repeated over and over in the Old Testament: he will be their God, bless them and deliver them, because through them God will bless and deliver all people. (See *God saved people from sin and evil.*) The 'big' story of the Old Testament is God caring for his chosen people Israel.

Students explore stories of God rescuing individual members of God's chosen people through whom God would save all people.

Small groups of students each choose **one** of these Old Testament stories or the whole class can investigate at least one of the stories:

**Noah** and the flood                      Genesis 6 – 9:17

**Daniel** in the lion's den                      Daniel 6

**Joshua**— God's promise to be with Joshua and the people                      Joshua 1:1–9, Joshua 6

**Shadrach, Meshach, Abednego**                      Daniel 1 – 3

**Elijah** in the wilderness                      1 Kings 17.

Students prepare to tell the story by:

1. researching the story using the Bible, Bible story books and other resources which will provide background information about the story as well as life in Bible times.
2. identifying what the story shows
  - about God and the relationship God had with his people,
  - about what God did for these people. Make this clear when retelling the story.
3. planning the presentation, choosing a method which will capture and hold the attention of the audience. Consider the following options:
  - a. Tell the story from the perspective of someone who heard the story or who witnessed the events.
  - b. One student tells the story using a script prepared by the group, or group members each tells a different part of the story.
  - c. Use props to set the scene for the story.

Students could use Teacher Resource Sheet (TRS) B2/1 to assist with planning.

Consider making a video or audio tape of these (and the New Testament stories).

After each storytelling session students evaluate the presentation (TRS B2/2a).

After all evaluations are completed, discuss:

- What do all these stories tell about God?
- What do they show about God's relationship with his special people?
- Why were these stories so important for the people who first told them and heard them?
- Is there a message in these stories for people today? Explain your answer.

Assist the students to see that the Old Testament Bible stories show how God cared for his special people because through them God would show his love to all people.

#### 4. NEW TESTAMENT STORIES

Tell the students that the New Testament has stories which describe how God kept the promise God had frequently given that he would show his love to all people.

Each student writes a description of the same event — preferably something that has occurred in the class today. Students compare their different accounts of the same event. What is the same? What is different? Why are they different?

Assist the students to see that each person's account is slightly different because everyone writes about aspects of the event that are important to them.

Compare Matthew's account of Jesus' birth (Matthew 1:18–22) with Luke's account (Luke 2:4–20). Make a chart of the similarities and differences between the two accounts.

Discuss:

- What seems most important to Matthew?
- What seems most important to Luke?
- What is important to both of them?

Students could also compare the accounts of Jesus' miracles or his death and resurrection.

Small groups of students each investigate one of the following:

- a story **about Jesus**, such as Jesus' birth, his baptism, the miracles of Jesus, Jesus' death and resurrection.
- a story about **something Jesus said**, eg, Jesus and the children (Mark 10:13–16), the greatest commandment Mark (12:28–34), his attitude towards sinners and tax

collectors (Matthew 9:9–13), love your enemies (Matthew 5:43–48), trust in God (Luke 12:22–31).

Students need to complete the following steps:

1. Research the story
2. Identify what the story tells about:
  - Jesus
  - God keeping his promise to show love to all people.
3. Plan a storytelling session, carefully choosing a method of presentation which will capture and hold the attention of the audience. Whereas the Old Testament stories were presented as oral storytelling, the students may choose a different presentation of this story, eg a dramatisation, a visual presentation, a song or interview.

Students complete TRS B2/3 to assist with the planning.

After each storytelling session students evaluate the presentation (TRS B2/2b).

After all evaluations are completed, discuss:

- What do all these stories tell about Jesus?
- What do all these stories tell about God's promise to show his love to all people?
- Why were these stories so important for the people who first told them and heard them?
- Is there a message in these stories for people today? Explain your answer.

## RESPONSE

#### 5. GOD'S MESSAGE

Students write a summary of what the stories of the Old and New Testament tell about God.

Assist students to see that for Christians, the Old Testament contains stories about God's promise to be with his people and to provide a way to make things right between God and his people. The New Testament tells how God's promise came true through Jesus and what this promise can mean to all people.

Students choose a story from the Old or New Testament and write a 'review' of it. See TRS B2/4 for information to include in the review and suggested ways of presenting the review. Students share their reviews with the class. Consider including examples of the reviews in family newsletters.

## YOU WILL NEED

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Bible story books, Bible handbook or encyclopedia, Bibles</li><li><input type="checkbox"/> equipment for audio or video recording (optional)</li><li><input type="checkbox"/> photocopies of TRS B2/1, B2/2, B2/3, B2/4 for students</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> props which could assist with storytelling, eg costumes</li><li><input type="checkbox"/> materials/programs necessary to make a symbol for story review</li></ul> |
|---|--|

---

## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Consider how socio-cultural values, attitudes, beliefs are represented. Examine plot, point of view, characterisation, atmosphere, suspense, setting. Map plot structure. Write character profiles. Compare different versions of a story. Write plays featuring settings, characters and dialogues. Plan, draft, revise poems, stories, plays.

*Everyday Texts:* Consider the impact of their language— verbal, non-verbal on others. Consider the needs of an audience when speaking. Consider how factors such as rhythm and pronunciation influence the way audiences receive spoken texts.

**THE ARTS:** *Drama:* Improvise and experiment with role and characterisation. Sustain dramatic roles. Express opinions about own and others' drama based on observations and feelings. Use known text as a basis for action. Explore, select, manipulate elements of drama to make meaning. Experiment with settings, costumes, make-up and equipment. Shape own drama for particular audiences or purpose. Use dance media, music in own drama.

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 Old and New Testament Bible stories?

How did I respond to the range of students' attitudes to the message of the 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?



1. Name of the story \_\_\_\_\_

2. Summary of the story \_\_\_\_\_

3. Background information about the story which could be useful for the retelling of this story \_\_\_\_\_

4. What did God do for this person(s)? \_\_\_\_\_

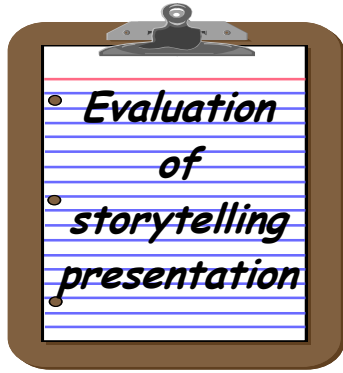
5. What does the story show about God and his relationship with the person(s)?

6. Who seems to be telling the story in the Bible?  
 character in the story     eyewitness     someone else

7. Who will be telling the story in your presentation?  
 character in the story     eyewitness     someone else

8. Describe the roles of the members of your group.

Name	Role

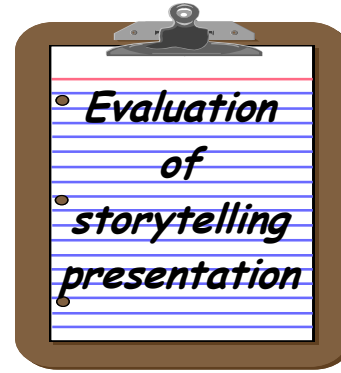


1. Name of story \_\_\_\_\_
2. Names of students who presented the story \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What was the main message of this story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What parts of the story did you enjoy?  
\_\_\_\_\_  
\_\_\_\_\_

5. Comments to the group about their presentation.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



1. Name of story \_\_\_\_\_
2. Names of students who presented the story \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What was the main message of this story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What parts of the story did you enjoy?  
\_\_\_\_\_  
\_\_\_\_\_

5. Comments to the group about their presentation.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



1. Name of the story \_\_\_\_\_

2. Summary of the story \_\_\_\_\_

3. Background information about the story which could be useful to the retelling of this story. \_\_\_\_\_

4. What does this story tell about Jesus? \_\_\_\_\_

5. What does this story tell about God showing love to all people? \_\_\_\_\_

6. Who seems to be telling the story in the Bible?  
 character in the story     eyewitness     someone else

7. Who will be telling the story in your presentation?  
 character in the story     eyewitness     someone else

8. Describe the roles of the members of your group.

Name	Role

Write a review of a Bible story from either the Old or New Testament.

Remember to include: ♦ the name of the story and Bible reference ♦ a description or summary of the story ♦ the message in the story about what God did for people ♦ the reason you recommend the story.

Write a review of a Bible story from either the Old or New Testament.

You could present your review of the story as: ♦ a newspaper or magazine article ♦ an advertisement ♦ a poster ♦ a cover for a book which tells this story (include, title, picture, blurb, summary) ♦ a part of a symbol. Think of a symbol which is representative of the story and its message. Make the symbol on cardboard, paper or using a drawing program in a computer. Record the story review inside or as part of the symbol.

*Draft*  
*Review of a Bible Story*