

**MODEL UNIT
BAND B
LEVEL 3**

COMMUNICATING GOD’S WORD

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

- List examples from Old Testament Bible stories of God communicating with people and God’s message to them. (1a,1b,3a)
- Describe what the New Testament says God communicated through Jesus. (1a,1b,3b)
- Research at least one form of writing found in the Bible. (2a,2b)
- Describe the work of Bible translators. (1c)

ASSESSMENT STRATEGIES

- ⇒ work sample
- ⇒ work sample
- ⇒ work sample
- ⇒ newsletter

UNIT SUMMARY

Students examine the various forms of writing found in the Bible and the message of the writing. They investigate the ways God communicated with people as described in the Old and New Testaments. They will also examine the work of Bible translators.

UNIT NOTES

This unit lends itself to integration with the study of different genres in the English curriculum or exploring communication in the Studies of Society and Environment curriculum.

INTRODUCTION

1. COMMUNICATION

Begin the session by discussing with the students the various ways people communicate, eg speaking, actions, signs, flags, code, e-mail, letters, songs, poems, stories, facial expressions, braille. Identify the kinds of messages people communicate using these various forms.

Provide students with opportunities to experiment with various ways of communicating messages, eg find a way to communicate a message accurately from one end of the oval to the other, Chinese whispers, body language. Students identify methods which accurately communicate a message and those which less accurately communicate a message.

Alternatively, the class could investigate ways people such as Indigenous Australians communicate important messages, eg paintings, stories, songs, dances. The teacher could familiarise students with some of these forms of communication, eg show pictures of paintings, listen to traditional songs, read Dreaming stories. Identify messages people communicate using these forms, eg important stories, ways to live, historical events.

DEVELOPMENT

2. GOD COMMUNICATES WITH HIS PEOPLE

The Bible tells of many ways God 'spoke' or communicated with his people.

Students work with either a partner or a small group choosing one of the stories listed or the whole class can investigate each of the stories. The students will identify and investigate ways God communicated with people and God's message to them in these stories.

OLD TESTAMENT

God appears to Abraham	Genesis 17:1–8
Abraham and Sarah and the visitors	Genesis 18:1–15
Jacob's dream	Genesis 28:10–15

Moses and the burning bush

Exodus 3:1 – 4:17

God's promise through Isaiah

Isaiah 7:14, 9:6, 11:1–5, 42:1–4, 53, 25:8

An angel speaks to Gideon Judges 6:11–24

Use Teacher Resource Sheet (TRS) B3/1.

NEW TESTAMENT

The New Testament also gives descriptions of God using angels and dreams to communicate with people. Christians believe however, that the most effective way God communicated with people was through Jesus.

Students read the following Bible passages to identify what the passages say about the ultimate way God communicated with people:

John 1:14,18

John 3:16,17

Hebrews 1:1–3

1 John 4:8–10

Students choose one of the above Bible passages. They use a form of communication, eg art, drama, writing, music, to describe what the passage says about the way God communicated with people.

3. FORMS OF WRITING IN THE BIBLE

Students investigate various forms of writing in the Bible, eg parables, historical narrative, laws, poetry and what is being communicated in each piece of writing. The teacher can choose **one** of the following options:

1. As a class, investigate a different form of writing each session, using TRS B3/2a and B3/2b as resources.
2. Students work in groups. Each group investigates **one** form of writing and reports to the class using TRS B3/2a or B3/2b as a guide. Depending on the time available, the students could choose one of the activities from each section or complete the whole section.

Display examples of various genres in the Bible, eg photocopies of psalms, letters, laws and the students' work samples. Consider making available to students similar genres in other literature and comparing these with the biblical writings.

The following information provides a brief summary of what Christians believe is the message of various genres in the Bible.

HISTORICAL NARRATIVE

The telling of Israel's history began in the homes of ordinary people. This is the place where people heard the stories of their family

and country. These stories always included God and his love and saving actions for people. For activities see TRS B3/2a.

LAW

The first five books of the Bible contain many laws for God's people about how to live. Assist the students to identify the Bible's message that God gave the people the law to show that he loved them as his chosen people and to help them to live as his people. For activities see TRS B3/2a.

POETRY

The Bible contains a great deal of poetry. The book of Psalms contains the largest collection of poetry in the Bible. It contains hymns, prayers and worship services. Most importantly psalms express the writers' faith and trust in God's love. For activities see TRS B3/2a.

WISDOM

Books of wisdom include Proverbs, Ecclesiastes and Job.

This writing includes wise sayings and advice, and stories which describe God as being with people at all times in their lives even when life is difficult. For activities see TRS B3/2b.

PROPHECIES

The Bible describes prophets as people who received messages from God to tell others. There are sixteen books in the Bible named after prophets. These books contain both stories about the prophets and the messages the prophets gave. Many of the messages were warnings from God, reminders of God's kindness and love, God's promise to forgive people and to send a Saviour. For activities see TRS B3/2b.

PARABLES

Jesus told many stories to help people understand what he was teaching about God. These stories are called parables. For activities see TRS B3/2c.

LETTERS

Many of the books of the New Testament are actually letters. The first Christians wrote letters to help people understand more about Jesus. These letters were used to answer questions and to teach about the Christian faith, to try to help groups of people settle disputes, to encourage people going through difficult times, and to give advice. For activities see TRS B3/2c.

4. WHY GOD COMMUNICATES

Students read John 20:31, Psalm 78:1–8, Romans 15:4, 2 Timothy 3:15,16. Discuss what these passages say about the purpose of the Bible.

Students write a summary of what they think is the purpose of the Bible, using one of the genres of the Bible, such as historical narrative, poetry, proverb, parable, letter.

RESPONSE

5. COMMUNICATING GOD'S MESSAGE CONTINUES

Throughout history God's people have wanted to communicate the Bible's message. This includes information about:

- God's love and care for his people
- how God wanted his people to live
- stories of people who loved and served God
- Jesus' life death and resurrection and what this means for all people.

Tell students that one of the ways Christians respond to the message of the Bible is by sharing it with people. Students discuss why people want to share the Bible's message and list ways the message of the Bible can be communicated to people, eg tell friends, books, videos, songs, art, missions, preach and teach.

One group of people who want to communicate the Bible's message to as many people as possible are Bible translators. Either discuss with the class why people would want to be involved in translating the Bible into various languages or share TRS B3/3 which summarises some of the historical developments in Bible translation.

Students investigate the work of current translators, such as Wycliffe Bible translators, Bible Society or Lutheran Bible Translators Australia. If possible, arrange for a guest speaker from one of these groups to visit the class and describe their work.

Students discuss ways to support the work of Bible translation, eg make a display of all the information from this unit. Invite family and friends to view the display and charge a small entrance fee. Students implement their chosen method of support.

Students prepare a newsletter for parents or the school community which describes the work of Bible translators.

YOU WILL NEED

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Resources about forms of communication<input type="checkbox"/> examples of different genres<input type="checkbox"/> photocopies of TRS B3/1, B3/2a, B3/2b, B3/2c, B3/3, for students<input type="checkbox"/> Bible story books, Bibles<input type="checkbox"/> resources for activities related to forms of writing in the Bible | <ul style="list-style-type: none"><input type="checkbox"/> Information about Bible translators, eg Wycliffe Bible Translators, Graham Road, Kangaroo Ground, Victoria, 3097 (free publication <i>Beyond Words</i>) state offices, Ph 03 7122777, or Lutheran Bible Translators Australia (c/o Lutheran Church of Australia) |
|---|---|

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Become aware of the basic features of literary forms. Identify and use the linguistic structures and features characteristic of a range of text types. Plan, draft and revise writing. Explain and justify own opinions about texts. Explore plot, point of view, characterisation, atmosphere, suspense and setting.

SOCIETY AND ENVIRONMENT: *Investigate:* Identify appropriate sources of information. *Communicate:* Choose appropriate ways of presentation. *Culture:* Investigate the language, music, art, religion and environmental influences of cultures. Identify customs, symbols, stories and norms. *Time continuity and change:* Describe different periods of time in a particular area. Interpret accounts of people in other times.

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 forms and message of biblical writing?

How did I respond to the range of students' attitudes to Bible stories which describe ways God communicated with people and God's message to them?

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?