

MODEL UNIT
BAND B
LEVEL 3

REMEMBER

LIFE CONCEPT: GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

YEAR: SUGGESTED DURATION: 4–5 weeks (approximately 135 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① 2 ③

UNIT-SPECIFIC GOALS (highlighted)
1 THE HOLY SPIRIT GIVES PEOPLE POWER TO BELIEVE AND LIVE AS GOD'S PEOPLE
1a identify evidence of the power of the Holy Spirit in the biblical story of Pentecost

1b explore accounts in Acts of people being changed by the Holy Spirit

1c investigate the work of the Holy Spirit in people's lives today

2 THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM
2a explore Jesus' command to baptise

2b investigate the words and symbols of baptism

2c explore the Christian teaching about the benefits the Holy Spirit brings in baptism

3 THE HOLY SPIRIT USES GOD'S WORD AND HOLY COMMUNION TO HELP GOD'S PEOPLE GROW
3a explore the biblical story of Jesus' institution of holy communion

3b investigate the words and symbols of holy communion

3c explore the Christian teaching about the benefits the Holy Spirit brings in holy communion

3d explore ways the Holy Spirit uses God's word to help people grow spiritually

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES		ASSESSMENT STRATEGIES
Retell the biblical account of the last supper. (3a)	⇒	TRS B3/2
Describe what takes place during holy communion. (3b)	⇒	work sample TRS B3/3
Write a definition of holy communion. (3b)	⇒	TRS B3/4 (part 1)
List the benefits Christians believe the Holy Spirit brings to people through holy communion. (3c,1c)	⇒	TRS B3/4 (part 2)
Prepare a presentation which explains holy communion. (3a,3b,3c,1c)	⇒	work sample self-evaluation TRS B3/5

UNIT SUMMARY

Students explore the story of the passover and its importance. They investigate the story of Jesus' institution of holy communion as he celebrated the passover with his disciples. Students investigate what takes place during holy communion and what Christians believe holy communion is. They identify the benefits Christians believe the Holy Spirit brings people through holy communion.

UNIT NOTES

This unit focuses on holy communion and the benefits Christians believe the Holy Spirit brings to people through holy communion.

R During this unit the students can produce a personal 'Remember' book or create a computer-based presentation using multimedia software.

INTRODUCTION

1. REMEMBERING SPECIAL TIMES

Read a story about remembering, such as *Wilfrid Gordon McDonald Partridge* by Mem Fox or *Greetings from Sandy Beach* by Bob Graham.

Students jot down notes about a favourite memory they have, eg sporting victory, holiday, family celebration. They work in small groups to share memories with each other.

Discuss questions such as:

- *What feelings do you have as you remember?*
- *What images do you have of the people or places you are remembering?*
- *How real do the places, people and events seem as you remember?*
- *What mementos or symbols help you to remember these favourite times?*

R-1 Students create a page for the *Remember* book or computer-based presentation. Students write a summary of their memory. They can illustrate it or include a photograph if they have one. They select and illustrate a symbol or memento of this event to be included as a focus of the page.

Optional: Students ask parents or grandparents about their favourite memories. Students can be rostered to share these stories, or parents and grandparents can be invited to tell them to the class. Include a memento or symbol with the story. This story-telling could continue throughout the unit and need not be done during Christian Studies time.

2. REMEMBERING AND THE PASSOVER

Tell students that the passover is the celebration of an event many people love to remember: God's rescue of his people from slavery in Egypt. Ask students to research events relating to the story of the passover (Exodus 12:1–30; 13:1–16) and passover celebrations, using resources such as a Bible, Bible story books, Bible encyclopedia or

information about Jewish festivals. Students write brief notes which they can share orally with the group.

To increase the students' understanding of the passover celebrations, the class could consider taking part in a passover meal (see Teacher Resource Sheet [TRS] B3/1). Students could assist with the planning and preparation of this meal. Make it clear, however, that for Christians holy communion is the feast in which they celebrate their rescue by Jesus.

Help the students to see that when Jewish people celebrate God's setting them free from death and slavery, they don't just remember a past event. They use memory to bring the past into the present. It is as if they were there for the first passover.

R-2 Students produce the next page for their *Remember* book or section of their computer presentation, which describes and illustrates what people remember as they celebrate the passover. Include the symbols or mementos used in the passover meal to help people remember the events of the passover.

DEVELOPMENT

3. A PASSOVER TO REMEMBER

Jesus celebrated the passover with his disciples the night before he died. Students read the story of the last supper from Luke 22:7–22 to discover some new words and actions Jesus initiated at this passover meal.

R-3 Students produce the next page for their *Remember* book or computer-based presentation. Students summarise the story of the last supper. Record the important words Jesus spoke. Illustrate the scene and imagine the responses and questions the disciples may have had about this meal and Jesus' words. See TRS B3/2.

4. REMEMBERING THE MOST IMPORTANT STORY

Tell students that they are about to hear the most important story in the Bible. Present the story of Jesus' trial, crucifixion, death and resurrection in your own words or use an appropriate version of the Bible (Luke 23:26 – 24:12), a Bible story book or a video.

If the class has recently investigated these events, consider revising the story by dramatising parts of the story or groups of students retelling sections of the story. (An excellent book to use with the students is *Benjamin's Box* by M Carlson. This book tells the story of Jesus from Palm Sunday to the

resurrection and includes 'mementos' from each part of the story.)

Carefully explain why the story is so important to you, eg Jesus loves all people, he died for me and everyone else, he forgives all of us.

R-4 Students produce the next page of their *Remember* book or section of their computer-based presentation, summarising and illustrating the events of Jesus' suffering, death and resurrection. Include a symbol(s) which can be used to help remember this story.

5. WHAT IS HOLY COMMUNION?

Tell students that they will investigate the wonderful 'memento' or gift Jesus has given Christians, to help them remember in a very special way, that Jesus died for them so that they can have God's love and forgiveness.

Students work in groups to record what they know about holy communion. Students can share their responses with the class, or the teacher can check individual responses and use this information to direct their teaching.

If possible, arrange for the class to attend a church service in which holy communion is celebrated, or for someone to video the celebration of holy communion. See TRS B3/3 for focus questions. Help students follow the communion liturgy in service orders.

Students begin a personal list of information and questions about holy communion.

Invite a pastor to visit the class, to discuss relevant questions from the students about holy communion. Consult with the pastor about letting students see and perhaps also taste the bread used in communion.

This would be an excellent time for the pastor or teacher to discuss with the students the importance of Jesus' words used together with the bread and wine during holy communion.

Students add information from the pastor to their list about holy communion.

Students use resources such as *Luther's Small Catechism*, *Follow Me*, *Lutheran Hymnal with Supplement (The service with communion)* to find answers to the following questions:

- What is holy communion?
- What do the words 'my body given for you' and 'my blood shed for you' mean?
- What are other names for holy communion?

Students record answers on TRS B3/4 Part 1.

6. THE WORK OF THE HOLY SPIRIT IN HOLY COMMUNION

Ask students to share what they know about the Holy Spirit and the Holy Spirit's work. As a class examine the third part of the Apostles' Creed and *What this means for us* from *Luther's Small Catechism*. Make a list of things the Holy Spirit does, eg helps people believe and trust Jesus, helps people to love and obey God, forgives sins and gives eternal life to everyone who believes in Jesus.

Students use the resources from section 5 above to identify:

- What does the Holy Spirit bring to people through holy communion?
- What does the Holy Spirit help people to remember during holy communion?

Students could also interview Christians who regularly receive holy communion, asking them about the benefits they receive.

Record responses on TRS B3/4 Part 2.

Assist the students to appreciate the Christian belief that holy communion is more than remembering what Jesus did for the world; it is being at the cross when he died. Jesus is saying in a very special way: 'I love you, I died for you, I forgive you and I give you eternal life. My body and blood guarantee it!' These are the benefits the Holy Spirit brings through holy communion.

RESPONSE

7. WHAT I KNOW ABOUT HOLY COMMUNION

R-5 Students complete the final section of their *Remember* book or computer presentation which explains holy communion. Include information about

- what holy communion is
- the benefits the Holy Spirit brings
- what the Holy Spirit helps people to remember through holy communion.

Students use TRS B3/3, B3/4 as a resource. Illustrate the events taking place during holy communion and identify or create a memento or symbol which helps people to remember.

Students share their book entries or computer presentations with the class and complete a self-evaluation sheet TRS B3/5.

YOU WILL NEED

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| <ul style="list-style-type: none"> <input type="checkbox"/> Bibles <input type="checkbox"/> photocopies of TRS B3/1, B3/2, B3/3, B3/4, B3/5 for students <input type="checkbox"/> a book which focuses on remembering, such as <i>Wilfrid Gordon McDonald Partridge</i> by M Fox, <i>Greetings from Sandy Beach</i> by B Graham, or <i>Benjamins' Box</i> by M Carlson <input type="checkbox"/> Bible encyclopedia and handbook, information about passover <input type="checkbox"/> A3 paper for books | <ul style="list-style-type: none"> <input type="checkbox"/> requirements for passover meal (see TRS B3/1) <input type="checkbox"/> resources about holy communion, such as <i>Follow Me, Luther's Small Catechism, Lutheran Hymnal with Supplement</i> <input type="checkbox"/> bread and wine used in holy communion <input type="checkbox"/> organise a visit from a pastor <input type="checkbox"/> organise a visit to a church to observe a service with communion, or get someone to video the service. |
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INTEGRATING INTO OTHER CURRICULUM AREAS

THE ARTS: *Media:* Experiment with words, sounds and images for different effects and to present different points of view. *Visual Arts:* Integrate with drama, media and music. Make, design and arrange works for a specific audience or purpose.

ENGLISH: *Everyday texts:* Develop strategies for gathering, recording, reporting data. Read and use subheadings and diagrams in informational texts. Consider how socio-cultural values, attitudes and beliefs are represented. Plan, prepare and present short talks. Prepare an interview selecting appropriate questions.

SOCIETY AND ENVIRONMENT: *Culture:* Describe practices, customs and traditions of groups other than their own.

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' attitudes about the benefits the Holy Spirit brings through holy communion?

How did I respond to the range of students' knowledge about holy communion?

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?

PASSOVER SEDER

Sit at 'family' tables. Nominate a 'father' a 'mother' and a 'child' for each table. Put on each table: a tablecloth, candles (and matches), a jug of grape juice, a bowl of bitter herbs (parsley), a bowl of salt water, a plate of unleavened bread (pita bread), a plate of roast lamb, bowl of relish; also plates, glasses, eating utensils for each person.

1 LIGHTING THE CANDLES

All stand. One person at each table lights the candles.

MOTHER: Blessed are you, Lord our God, King of the universe. You give light to the world. May our home be filled with the light of your presence. Shine on us in blessing and give us your peace.

ALL: Amen

2 BLESSING THE FEAST

LEADER: The next part of the Seder is the blessing of the passover food. Each part of the Seder meal is introduced with a drink of wine.

A person at each table fills the glasses.

FATHER: The first cup of wine is the cup of thanksgiving.

All raise glasses as for a toast.

ALL: Blessed are you, Lord our God, King of the universe. You created the fruit of the vine.

All drink the wine.

BLESSING OF THE BITTER HERBS

Father holds up some bitter herbs.

FATHER: These are the herbs of our suffering.

All take a small portion of bitter herb, dip it in salt water, and hold it up.

FATHER: The bitter herbs dipped in salt water remind us of the bitter tears shed while the Hebrews were in bondage.

ALL: Blessed are you, O Lord God, King of the universe. You create the plants of the earth, the fruit of the soil.

All eat the herb.

BLESSING OF THE UNLEAVENED BREAD

Father holds up some unleavened bread.

FATHER: This is the bread of our suffering.

A person at each table breaks the bread into small pieces and distributes them. All hold a piece of the bread.

ALL: Blessed are you, O Lord God, King of the universe. You create the plants of the earth, the fruit of the soil.

All eat the piece of bread.

THE INVITATION

LEADER: An invitation is given for the hungry and needy to join the feast.

The door is opened. All face the door.

LEADER: Let all who are hungry come and eat. Let all who are in need come and enjoy this meal with us.

Everyone sits.

3 THE STORY (HAGGADAH)

LEADER: The third main part of the Seder is the recitation of the story of the original passover in answer to a question from the children.

The second cup of wine

A person at each table refills glasses.

FATHER: This is the cup of deliverance.

All hold up glasses as for a toast.

ALL: Blessed are you, Lord our God, King of the universe. You created the fruit of the vine.

All drink the juice.

THE QUESTIONS AND ANSWERS

CHILD: Why is this night different from all other nights? Why do we eat special food? Why do we eat in a hurry? Why do we hold this passover celebration?

LEADER: Jacob was a wandering Aramean, a homeless refugee. He took his family down to Egypt to live. They were few in number, but they became a large and powerful nation. They became slaves of Pharaoh in Egypt, but God brought them out into freedom with his strong hand and his outstretched arm. It is our duty to tell and listen to the story

of the Exodus from Egypt; for the more we talk of the exodus, the more we praise our God.

While we celebrate our own story of deliverance, we think of the evil and suffering which still exist in the world today.

ALL: Blood! [Dip a finger in wine and shake it onto the plate. Do the same as each plague is chanted.]

Frogs! Gnats! Flies! Cattle disease! Boils and sores! Hail and fire! Locust! Darkness! Death of first-born!

4 PRESENTATION OF THE FEAST

LEADER: The fourth part of the Seder is the explanation of the special passover food.

Father holds up the plate of lamb.

FATHER: See the passover lamb.

ALL: Why do we eat the lamb?

FATHER: The lamb reminds us of the lamb which the Hebrews sacrificed on the night when the Holy One 'passed over' their houses in Egypt. As it is written: It is the sacrifice of the Lord's passover.

Father holds up the bread.

FATHER: See the passover matzo.

ALL: Why do we eat the passover matzo?

FATHER: The matzo reminds us of the unleavened bread prepared and eaten in haste on the night God took the Hebrews out of bondage in Egypt. As it is written: They did not have time to prepare leavened dough.

Father holds up the bitter herbs.

FATHER: See the bitter herbs.

ALL: Why do we eat the bitter herbs?

FATHER: We eat the bitter herbs remembering how bitter our lives were in bondage. It is written: The Egyptians made their lives miserable by forcing them into cruel slavery.

Father holds up the relish.

FATHER: See the haroseth.

ALL: Why do we eat this relish?

FATHER: The haroseth reminds us of the mortar the Hebrews used to build with when they were forced to make bricks without straw. As it is written: They made their lives bitter with hard labor in brick and mortar.

LEADER: In every generation each person ought to think of himself as if he personally had come out of Egypt.

ALL: Therefore it is our duty to thank our God. We praise him. We glorify, exalt and adore him. He performed miracles for our fathers and for us. Hallelujah!

5 THE MEAL

LEADER: The fifth part of the Seder is the eating of the feast. Enjoy your meal.

THE THIRD CUP OF WINE

Someone at each table refills glasses.

FATHER: This is the cup of rejoicing.

All hold up glasses as for a toast.

ALL: Blessed are you, Lord our God, King of the Universe. You create the fruit of the vine.

All eat the meal and drink the wine.

FINAL BLESSINGS

LEADER: The Seder concludes with a final blessing.

THE FOURTH CUP OF WINE

Refill glasses and raise as for a toast.

FATHER: Let us bless the Lord.

ALL: God forever more be praised.

FATHER: Blessed are you, Lord our God, King of the universe. In your loving kindness you feed the entire world. O give thanks to the Lord, for he is good.

ALL: His steadfast love endures forever.

All drink the wine.

LEADER: The Lord bless you and keep you. The Lord make his face shine on you and be gracious to you. The Lord lift up his countenance upon you and give you peace.

ALL: Amen.

THE LAST SUPPER

1 Read and summarise the story of the last supper (Luke 22:7-22).

2 Write the important words Jesus spoke when he gave the disciples
the bread _____

the wine. _____

3 Look at paintings and pictures of the last supper.

Illustrate on a poster what **you** imagine the last supper would have looked like.

Include Jesus' words in a speech bubble.

Imagine the disciples' feelings, questions and reactions to Jesus' words.

Include the possible responses of the disciples in thought or speech bubbles.



HOLY COMMUNION

OBSERVATION REPORT

1 Briefly summarise what you observed during holy communion.

2 Record some of the words the pastor said.

3 What were some of the things the pastor did?

4 What did the people do?

5 What questions do you have about holy communion?



RESEARCHING HOLY COMMUNION

PART 1

What is holy communion?

What do the words 'my body given for you' and 'my blood shed for you' mean?

What are some other names for holy communion?

PART 2

What does the Holy Spirit bring to people through holy communion?

Interview at least three people who regularly receive holy communion. Ask them to explain why they receive holy communion regularly.

First person	Second person	Third person

What are people remembering during holy communion?



STUDENT SELF-EVALUATION

NAME _____ .

1 Which part of this unit did you enjoy the most? Give reasons.

2 Describe any difficulties you had during this unit. Suggest possible reasons and solutions for the difficulties. _____

3 Give an honest evaluation of your *Remember* presentation.

What did you like about your presentation? _____

What parts of your presentation could you improve? _____

4 Comment about features of other students' presentations you liked.

5 What are the most important things you have learnt about holy communion in this unit? _____

6 List any questions you still have about holy communion. _____

