

**MODEL UNIT  
BAND B  
LEVEL 1**

# PRECIOUS TO GOD

**LIFE CONCEPT: GOD CREATES HUMAN BEINGS**

YEAR: .....SUGGESTED DURATION: 3 weeks (135 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① ② ③

**UNIT-SPECIFIC GOALS (highlighted)**

**1 GOD CREATES AND LOVES ALL PEOPLE**

1a investigate the biblical focus of people as God's unique creation

1b explore the Bible teaching that male and female are equally valuable to God

1c explore the Christian belief that God loves and values all people

**2 GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES**

2a explore the Christian belief that each person's talents and abilities are God-given

2b investigate ways Christians use their talents to serve God and others

**3 GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM**

3a investigate Bible stories of the friendship God initiates with people

3b investigate ways people express their relationship with God

**STUDENT ASSESSMENT**

**ASSESSABLE STUDENT OUTCOMES**

Record examples from the Bible which tell that male and female are equally important to God. (1b,1c)

Describe the important responsibilities and roles God gave to people. (2a)

Summarise Bible stories where Jesus showed that all people are precious to God. (1c,3a)

Identify people Christians believe are precious to God. (1c)

Write a response to the Christian belief that all people are precious to God. (1c,3a)

**ASSESSMENT STRATEGIES**

⇒ observation, work sample

⇒ work sample

⇒ work sample, TRS B1/1, B1/2

⇒ work sample

⇒ work sample

**UNIT SUMMARY**

Students explore Bible stories and identify Bible passages which lead Christians to believe that all people are important to God, regardless of gender, talents, wealth, social status or spiritual condition. They identify the people in society today who need this message. Students consider the impact this Christian teaching can have on people.

## UNIT NOTES

The students construct a 'precious' box or 'treasure chest' in which they store information about people whom Christians believe are precious to God. Most of the information will be written on 'collector cards' which the students make. The 'collector cards' have an illustration of the person(s) on the front and either information about that person or a Bible verse on the back. The cards are approximately 8cm X 11cm. See Teacher Resource Sheet (TRS) B1/3 for photocopiable collector card forms.

Prior to the first session, ask students to bring a photograph of someone or something they love very much and consider important to them.

## INTRODUCTION

### 1. PRECIOUS

The teacher shows the students a picture of someone or something very precious to the teacher and shares information about this person or thing. If students have photographs of things which are important to them, they can share information about them with the class or in small groups.

Discuss the meaning of the word 'precious'. Write words with a similar meaning or words which describe the meaning of the word 'precious' on the board, eg valuable, priceless.

Read to the students the Bible passage *You are precious in my eyes and special, and I love you.* Isaiah 43:4b. Discuss:

- Why would someone say this to you?
- How would you feel if someone said this to you?
- Who do you think feels this way about you?

Tell students the Bible says that this is God's message to all people.

Students each construct a box large enough to hold about ten 'collector cards' or bring a box from home about the size of a small tissue box. Students cover the boxes with coloured paper and decorate them to make them look precious and valuable or like a treasure chest. These boxes will remain on the students' desks or in a prominent place in the classroom throughout the unit.

## DEVELOPMENT

### 2. MALE AND FEMALE ARE PRECIOUS TO GOD

Give students TRS B1/1. Students indicate which activities males could do and which females could do. They work in small groups of mixed gender and discuss their responses and reasons for their responses. Each group chooses a reporter to share their responses with the class.

Students read Genesis 1:26–31. They identify

- who God made **both** male and female to be like (verse 27)
- the important responsibilities God gave to **both** male and female (verse 28)
- what God provided for **both** male and female (verse 29)
- God's reaction to the people God had made (verse 31).

The Bible says that God made both male and female 'like' God; they were closest to him of all his creatures. God provided for them, gave them both important responsibilities and was 'very pleased' with them.

Students begin making a set of 'collector cards' for people who are precious to God. On one side of the card they record information about the person and on the other side, they draw an illustration of the person.

The first collector card pictures males and females carrying out roles and responsibilities described in Genesis 1:28 or identified on TRS B1/1. On the back of the card students summarise what Genesis 1:26–31 says about the way God values men and women, or the Bible verse Genesis 1:27. Students keep these cards in their 'precious' box.

### 3. JESUS SHOWS PEOPLE THEY ARE PRECIOUS TO GOD

Ask students to think of times when they have felt unimportant. As a class discuss these times and the feelings associated with being unimportant.

The Bible describes how Jesus showed all people, regardless of their talents, wealth or behaviour, that they are precious to God.

The teacher can choose to tell any of the following stories to the students, or the students can choose one of the stories to research individually or with a partner, using TRS B1/2.

Jesus feeds 5000 men      Matthew 14:13–21  
 A Canaanite woman’s daughter  
    Matthew 15:21–28  
 A sick woman                      Mark 5:25–34  
 Bartimaeus                          Mark 10:46b–52  
 Ten men with leprosy              Luke 17:11–19  
 The wedding at Cana                John 2:1–12  
 The great catch of fish              John 21:1–13

Students make collector cards about one or more of these people or groups of people. They could write a brief profile which identifies the needs of these people, and how Jesus showed that he valued them. See TRS B1/3. Place these cards inside the ‘precious’ box.

#### 4. ALL PEOPLE ARE EQUALLY PRECIOUS TO GOD

Students think about what they know about God from the Bible. They discuss in pairs or small groups: Do you think that some people are more precious to God than others? eg

- Does God love a pastor more than a person in jail?
- Does God love students who always do the right thing more than those who often get into trouble?
- Does God love people from a particular country more than other people?

Students give reasons for their responses. Groups share their responses with the class.

Students examine John 3:16 to identify what the Bible says about who God loves.

If students are unfamiliar with the life, death and resurrection of Jesus, the teacher may need to revise the most important events in Jesus’ life in order for them to understand the meaning of this verse.

Brainstorm and list who they think *the world* might include. The teacher may wish to discuss community or world issues, such as people experiencing famine or war, or people being involved in murder or serious crime.

Students make more collector cards showing a wide variety of people, eg people from a range of nations, people with varying abilities, people in prison, people of varying ages, sick people.

On the back of each card students write a Bible verse which expresses that all people are precious to God, eg

Psalm 8:5	Psalm 139:14
Psalm 121:7	Psalm 103:11
Isaiah 43:1b; 49:15b,16	Genesis 1:27a
Jeremiah 1:5,8; 31:3b,4a	Malachi 3:17
Matthew 5:45	Matthew 6:26

Matthew 10:29–31                      John 3:16  
 Acts 10:34  
 other passages already used in this unit.

Give students the opportunity to make a card about themselves, if they choose to, for their collection. On one side of the card students attach a photograph of themselves or draw a picture, and on the other side they write their favourite Bible verse from the list above. Students could make the message more personal by including their name or by writing their own interpretation of the meaning of the verse.

### RESPONSE

#### 5. PEOPLE’S RESPONSE

Students make a personal response to the Bible’s message of God’s love for all people as

- a journal entry
- TRS B1/4
- a discussion with group members
- a prayer, song or poem.

Students address the following questions in their response:

- Who do you think you are precious to? Give reasons.
- What does the Bible say about who is precious to God?
- Name times when it would be helpful for people to know that they are precious to God.
- How might people feel knowing that they are precious to God?

Help students to see that no matter how people treat them, or how they feel about themselves, the Bible’s message that all people are precious to God applies to them.

Allow students time to show their collector cards to their peers or to have a ‘swap’ session. Students may also want to make collector cards for members of their family, students or staff at school, or neighbours, which convey the Bible’s message that all people are precious to God.

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> photocopies of TRS B1/1 1/2, 1/3, 1/4 for students</li><li><input type="checkbox"/> small boxes or materials to construct a box for each student in the class</li><li><input type="checkbox"/> coloured paper and ribbon to decorate boxes</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> ten cardboard pieces (approximately 8cm X 11cm) per student which can be made into collector cards</li><li><input type="checkbox"/> Bibles</li></ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Consider how socio-cultural values, attitudes and beliefs are represented. Teachers pose questions for discussion. Plan, draft and revise writing. Explain and justify own opinions about texts. Write character portraits.

*Everyday Texts:* Consider features of everyday texts, including structure, layout and vocabulary.

**SOCIETY AND THE ENVIRONMENT:** *Investigation:* identify, analyse and clarify values. *Communication:* Match evidence to opinions and conclusions. *Participation:* Contribute to decision-making and develop skills of cooperation.

**HEALTH:** *Identity:* Consider the diversity of people. Identify own values, attitudes and stereotypes. Investigate feelings about ourselves and others.

**TECHNOLOGY:** *Design/Make/Appraise:* Use models and drawings in design and production. Select suitable techniques and equipment. Make product which meets functional and aesthetic requirements.

from the National Statements and Profiles

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## 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' understandings of the Christian belief that all people are precious to God?

How did I respond to the range of students' attitudes to males and females being of equal importance to God?

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?

# MALE OR FEMALE?

Put a tick in one or both columns if you think a male or female can do this job.

	MALE	FEMALE
wash dishes		
be an airline pilot		
care for a sick friend		
look after small children		
be the Prime Minister		
fix a motor		
learn to dance		
be a famous sports person		
be an excellent cook		
be a scientist		
be a mother		

Discuss your responses with a group.  
 Make sure that there are males and females in your group.  
 Give your reasons for your responses.



Do you think males and females are equally important? Give your reasons.

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## ALL PEOPLE ARE PRECIOUS TO GOD

During the time when Jesus was telling people about God's love, not all people were treated as though they were important or precious. People who were from other countries, sick people, widows, children, poor people who had to beg for food or money, women, tax collectors or those who had done wrong things were seen by many people as unimportant and not worth talking to or caring about.

The Bible stories your teacher will give you describe how Jesus showed that ALL people are precious to God.

Complete these questions and use the information to help you make a collector card about the person in the Bible story.

1. Name of Bible story, including Bible reference. \_\_\_\_\_

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2. What did the person or people in the Bible story need? \_\_\_\_\_

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3. How did Jesus show this person they were precious and important to God?

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4. If you were the person in the story, how would you feel about the way Jesus treated you? How would you feel about yourself after you met Jesus?

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# COLLECTOR CARD FORMS

<p>NAME OF BIBLE CHARACTER: _____</p> <p>NEED: _____ _____ _____</p> <p>TREATMENT BY JESUS: _____ _____ _____ _____</p> <p>BIBLE REFERENCE: _____</p> <p><b>PRECIOUS TO GOD COLLECTOR CARD</b></p>	<p>NAME OF PERSON: _____</p> <p>BIBLE VERSE: _____ _____ _____ _____ _____ _____ _____ _____</p> <p><b>PRECIOUS TO GOD COLLECTOR CARD</b></p>
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<p>NAME OF PERSON _____</p> <p>STORY _____ _____ _____ _____ _____ _____ _____</p> <p><b>PRECIOUS TO GOD COLLECTOR CARD</b></p>	<p>Clip art for extra cards</p> <p><b>PRECIOUS TO GOD COLLECTOR CARD</b></p> <p><b>PRECIOUS TO GOD COLLECTOR CARD</b></p> <p><b>PRECIOUS TO GOD COLLECTOR CARD</b></p> <p><b>PRECIOUS TO GOD      PRECIOUS TO GOD</b></p>
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## WHAT HAVE I DISCOVERED?

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1. Give an example of how Jesus showed that all people are precious to God.

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2. What does the Bible say about who God loves? Does God love some people more than others?

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Explain your answer.

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3. Write a Bible verse which you think best explains that people are precious to God.

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Give reasons for choosing the verse.

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4. How do you think a person might feel knowing that they are precious to God?

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Give reasons for your answer.

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Your name \_\_\_\_\_