

**MODEL UNIT
BAND B
LEVEL 3**

OUR TALENTS

LIFE CONCEPT: GOD CREATES HUMAN BEINGS

YEAR:.....SUGGESTED DURATION: 5 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

List talents that God created in people according to Genesis 1 and 2. (1a,2a)

Summarise how people in Bible stories used their talents and abilities to serve God. (2b)

Summarise Luther’s explanation of the first part of the Apostles’ Creed, describing what God has done for people and how people can respond. (2b,3b)

List ways people can use their talents and abilities to serve God and others. (2b,3b)

ASSESSMENT STRATEGIES

⇒ work sample

⇒ TRS B3/2

⇒ work sample

⇒ work sample

UNIT SUMMARY

Students identify in Genesis the talents and abilities God created in people. They explore Bible stories to identify how God used the talents of people. They identify the talents of themselves and others and explore ways people can use their talents to serve God and others.

UNIT NOTES

In this unit students explore the Christian belief that God gives human beings their talents and abilities. They identify and investigate the talents and abilities of themselves and others.

Students make a class *TALENTED PEOPLE* magazine or computer database (choosing their own title) with various fields of information about the talents of people.

Consider integration with related Health topics.

INTRODUCTION

1. TALENTED PEOPLE

Students consider:

- *Who is someone you really admire?*
- *Why do you admire them?*

In pairs or small groups, students discuss the person they chose.

Introduce the word *talent* and develop a definition of the word. Make a class list which identifies the talents of the people the students most admire. Identify ways of sorting and classifying these talents eg, sporting, caring, musical, making money.

Each student makes a page for a class magazine or database, *TALENTED PEOPLE*. The page includes information about or a profile of a person they admire. They may use Teacher Resource Sheet (TRS) B3/1 as a guide. This activity does not necessarily have to take place during Christian Studies time.

DEVELOPMENT

2. GOD CREATES PEOPLE WITH TALENTS AND ABILITIES

Ask students to discuss where people's talents and abilities come from.

Christians believe that when God created the world, he created people with abilities that animals don't have.

Students read Genesis 1:26–31 and Genesis 2 (God creates people). Students write information about or a profile of the talents God created in people. This will be included in *TALENTED PEOPLE*. Students should include information about

- how people were different from the other living creatures, eg ability to make decisions, to name the animals;

- the important roles and responsibilities God gave people, eg to rule over the living creatures, to be managers of creation;
- what it might mean to be made 'like God', eg ability to relate to God, goodness, being without sin.

3. PEOPLE WITH A VARIETY OF TALENTS SERVE GOD

Begin by asking students to discuss how and why people use their talents and abilities, eg to be successful, to help others, to entertain.

Students read

1 Corinthians 12:5,6 1 Peter 4:10,11.

Discuss what these Bible passages say about talents, eg God is the giver of talents and God works through people as they use these talents.

Students investigate some people in the Bible who probably would not have been identified as 'gifted and talented', but whom God chose to do his work. The Bible describes how God gave them the talents and abilities they needed to serve God and others.

Students use TRS B3/2 and work with a partner to research a Bible character. They choose from people such as:

Old Testament

Moses, a murderer	Exodus 2 – 4
Aaron, Moses' brother	Exodus 4:10–16
Joseph, a prisoner	Genesis 37,39,40
David, a young shepherd	1 Samuel 16
	1 Samuel 17:12–54; 2 Samuel 5:1–5;
	Psalms 78:70–72
A widow	1 Kings 17:1–16
A daughter of an enemy king	Exodus 1:1 – 2:10

New Testament

Mary, an unmarried girl	Luke 1:26–38;
	Luke 2:5–7, Luke 2:21–24,39,40;
	John 2:1–12; John 19:25–27, Acts 1:14
Peter, a fisherman	Matthew 4:18–20;
	Matthew 10:5–8, Acts 2:14–41;
	Acts 3:1–10, Acts 5:12–16
Dorcas	Acts 9:36–43

Students will need to read specific Bible passages to discover details of their chosen character. Stories about people such as Moses, Joseph and David are quite lengthy. Students will need to use an illustrated Bible, Bible story book or Bible encyclopedia to help them with their research.

Students can present the information about their Bible characters as a profile, interview or narrative to be included in *TALENTED PEOPLE*.

Students discuss and list the kinds of people God chose to work for him and the talents they used, eg hospitality, kindness, care, leadership. Compare this list of talents with the talents the students identified at the beginning of the unit.

4. IDENTIFYING AND AFFIRMING THE TALENTS OF OTHERS

Students will identify and affirm the talents of their peers by completing one or more of the following activities:

- St Paul wrote letters to many of his friends in different churches and encouraged and affirmed them. Read Philippians 1:3–8; 4:1 as an example and model.
Each student chooses someone in the class or school, and writes a letter of encouragement to that person, telling how much they appreciate the person's individual talents. The teacher can do the same thing, writing a letter of encouragement to each child or staff member during this unit.
- The teacher participates in this activity with the students.
Each person writes God says: '___ (their name)___, *I have called you by name; now you belong to me.* (Isaiah 43:1b, CEV) on the top of a piece of paper as a reminder that Christians believe that all people are important to God.
Everyone leaves their paper at their desk and walks from desk to desk writing on other people's papers what they value about the person, eg 'I really like the way you are always willing to help me with my work'. 'I really love the stories you write; they are so funny'. All messages are to affirm the abilities and characteristics of each person. Students attach the paper to their desks to remind them of their talents. Alternatively, students could glue it onto a card, with a frame edging, laminate or Contact and take it home.
- Students each write their name on a slip of paper and put it in a container. Each student takes a name from the container (they return it if it is their own name). Using the letters of the name, they make an acrostic poem which expresses what is special and valuable about that person.

These work samples may be included in *TALENTED PEOPLE* as part of the information about each student.

5. WAYS OF USING TALENTS

Students identify ways people can use their talents to serve others.

Students read Luther's explanation of the first part of the Apostles' Creed to identify what Christians believe God has given to people, why he has done this and the ways people can respond to what God has done. Students write this information in their own words.

As a class, make a list of ways Christians could use their talents to 'thank, praise, serve and obey' God.

Students identify and investigate the ways people use their talents to serve God and other people, focusing on either

- people within the school community, or
- people within the wider community, eg Christian song writer Robin Mann, environmentalist and pastor Aub Podlich, artist Flo Peitsch.

Use TRS B3/3. Include these profiles in *TALENTED PEOPLE*.

RESPONSE

6. IDENTIFYING MY UNIQUE TALENTS

Students prepare the next page of the *TALENTED PEOPLE* about themselves and their talents. Students use TRS B3/4 to assist with their planning. Students can make this as detailed as time permits.

Students consider ways they can use their talents. They complete the action plan TRS B3/5. Include the action plan or an evaluation of the implementation of the action plan in *TALENTED PEOPLE*.

Provide opportunities for students to read or view all the information in the *TALENTED PEOPLE* magazine or database.

YOU WILL NEED

- | | |
|---|--|
| <input type="checkbox"/> Bibles, children's or illustrated Bibles | <input type="checkbox"/> photocopies of TRS B3/1, 3/2, 3/3, 3/4, 3/5 for students |
| <input type="checkbox"/> Bible handbook or encyclopedia | <input type="checkbox"/> materials or equipment needed to make a class magazine or computer database |
| <input type="checkbox"/> Luther's <i>Small Catechism</i> | |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: Literature: Teachers pose questions for discussion. Plan, draft and revise writing. Explain and justify own opinions about texts. Write character portraits.

Mass Media: Identify features of magazines, eg layout, headlines, audience. Produce class magazine. Investigate the way the target audience influences how information is presented.

SOCIETY AND THE ENVIRONMENT: Investigation: Reflect on knowledge and understanding. Gather, organise and interpret information. **Communication:** Identify appropriate ways of presentation. Consider audience in presentation. Match evidence to opinions and conclusions. **Participation:** Negotiate and agree on roles.

HEALTH: Identity: Identify things they do well. Consider people's diversity, eg physical characteristics, abilities, likes/dislikes.

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 of the Christian belief that talents come from God?

How did I respond to the range of students' attitudes to identifying and affirming their own talents and the talents of others?

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?

Talented People

Create a page for a magazine or database on the computer with information about a person you admire.

You could include details about the person, such as:

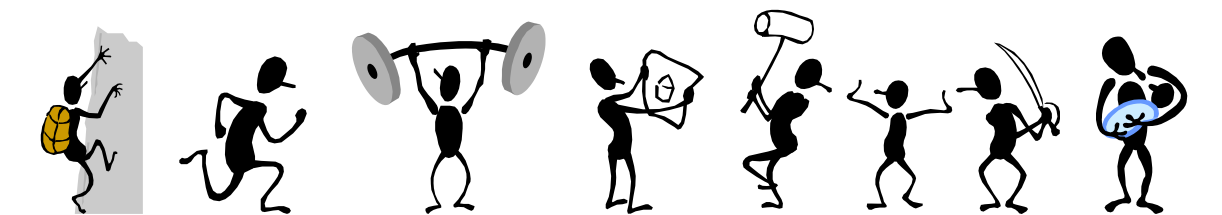
name
age
country of birth and/or residence
family
work

You could add:

photographs
magazine or newspaper articles
quotes from this person or about this person

And give reasons why you admire the person.

Think about presenting this information in a way which is related to the work that this person does, eg trading card, poster, fan magazine article.



Talented People

PEOPLE FROM THE BIBLE USING THEIR TALENTS

1. Name of person you are researching.

2. Give a brief description of this person, using the Bible reference (for example, Where did they live? What did they do?).

3. Does it seem strange that God would choose a person like this? Why?/Why not?

4. Briefly summarise the work this person did for God. (You may need to find further information about this person and their work, using resources such as a children's Bible or a Bible handbook.)

5. What talents do you think God gave the person to use in doing this work?

Talented People

PEOPLE USING THEIR TALENTS

1. Name of person you are researching.

2. Give a brief description of this person, eg Where they live, what they do.

3. What talents and abilities does this person have?

4. Briefly summarise the way this person uses his/her talents to serve God and others.

5. Record reasons this person has for using their talents to serve God and others.

Talented People

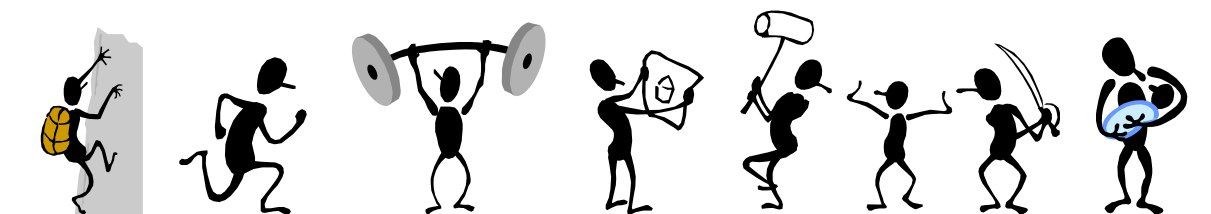
MY TALENTS

Provide information about yourself and identify your talents.

Include details such as:

name
date of birth
country of birth
family
interests, hobbies, sports, activities
groups you are involved with
achievements
favourite school subject
things my family like about me
things my friends like about me
things my teachers like about me
things I like about myself
things I am good at/my unique talents
(don't forget to include talents such as being a good carer, listener, helper)

Consider presenting this information in your own individual way.



Talented People

ACTION PLAN USING MY TALENTS

My talents

The goals I want to achieve in this action plan

(eg use my talent of writing to write letters of encouragement to others)

My reasons for wanting to achieve these goals

Tasks I need to complete in order to achieve these goals

(eg make a list of people I could write to)

Discuss your plan with a friend and/or the teacher
and ask for suggestions or comments about it before you begin.
You may like to keep a journal about your experiences in carrying out this
action plan.