

**MODEL UNIT**  
**BAND B**  
**LEVEL 1**

# GOD ACTS, PEOPLE RESPOND

**LIFE CONCEPT: GOD GATHERS CHRISTIANS TO WORSHIP HIM**

YEAR: ..... SUGGESTED DURATION: 5 weeks (135 minutes per week)

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

## UNIT-SPECIFIC GOALS (highlighted)

### 1. IN CHRISTIAN WORSHIP GOD COMES TO HIS PEOPLE IN WORD AND SACRAMENT AND THEY RESPOND

- 1a explore references to worship in the Old Testament
- 1b examine elements of Christian worship

### 2. CHRISTIANS WORSHIP REGULARLY AND ON SPECIAL OCCASIONS

- 2a identify the benefits for Christians of coming together for worship
- 2b explore the seasons of the church year and the symbols associated with them
- 2c identify ways people can worship God in their daily life

### 3. CHRISTIANS WORSHIP IN A VARIETY OF WAYS

- 3a recognise and explore Christian worship rituals
- 3b identify styles of Christian worship

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

Describe God's actions in Old Testament stories and the response of the Israelites to these actions. (1a)

Describe the tabernacle and activities which took place there. (1a)

Describe the responses of people to Jesus in New Testament stories. (1b)

Illustrate ways Christians worship God. (1b,2c)

### ASSESSMENT STRATEGIES

⇒ work samples

⇒ models, plans or drawings

⇒ work sample

⇒ wall chart or banner

## UNIT SUMMARY

Students explore the Bible story of the exodus of the Israelites from Egypt, identifying God's actions. They identify the ways the Israelites responded to God's actions. The students investigate the tabernacle and activities which took place there. The students identify people's response to Jesus in the New Testament and Christians' response to God's action of sending Jesus.

## UNIT NOTES

The central theme of Christian worship and this unit is: God acts and people respond. Assist students to identify these important elements of worship throughout the unit.

## INTRODUCTION

### 1. A LOVING ACTION

Begin by giving each of the students a small gift, eg a sticker, something to eat, a voucher for free time. Ask students to talk about how they feel when someone gives them a gift, does something kind for them or helps them when they are in trouble.

Students illustrate a loving action someone has done for them and their response to the action, eg 'Paul helped me to tidy up the art room. I felt really grateful and thanked him.' Students share their illustrations with the whole class.

## DEVELOPMENT

### 2. GOD ACTS

Christian worship begins with God's words and works. Tell the students that they will be investigating a story from the Old Testament section of the Bible which describes God's loving actions for God's people, the Israelites.

Begin this section by giving students background information about the life of God's people, the Israelites, living in Egypt (see Teacher Resource Sheet [TRS] B1/1).

The stories of the exodus listed below can be dealt with in **either** of two ways:

1. Read to the students the stories indicated below, using Bible story books, such as *The Children's Illustrated Bible* by S Hastings, or show appropriate sections from a video, such as *Moses* from the *Testament* series. Students complete a summary of each of the stories and identify God's actions, using TRS B1/2–1/4. The students could compile this information in a book about God's actions.
2. Students work in groups. Assign a story to each group. Each group prepares an audio tape or dramatisation of the story, highlighting the actions of God.

**A. God calls Moses** Exodus 3:1 – 4:17

**B. Moses and Aaron speak to Pharaoh** Exodus 6:26 – 7:13

**C. The plagues** Exodus 7:14 – 10:29

**D. The Passover** Exodus 11,12

**E. Crossing the Red Sea** Exod 13:17 – 14:29

### 3. GOD'S PEOPLE RESPOND

In worship God's people respond to what God does and says. Ask students to imagine they were one of the Israelite people. Discuss:

- How would you feel about what God had done for you?
- How might you respond to what God had done?

By investigating Exodus 14:31 – 15:21, the students identify ways the Israelites responded to God's actions. The teacher could read this passage to the students.

Students can describe the response of the Israelites to God's actions in a variety of ways, such as:

- dramatising the actions
- imagining they were one of the Israelite children and describing what they saw
- making a class mural which uses speech bubbles for the responses of the Israelite people
- if students have been making a book about God's actions, make a concluding page (see TRS B1/4).

### 4. THE TABERNACLE

#### God acts

The Bible describes how God continued to act by caring for the Israelites in the desert. He gave them food and water and, most importantly, he made an agreement with them to always be their God and to care for them. The Bible describes how God told Moses to build a place where the Israelites could worship God.

#### People respond

The Israelites responded by making a special place where they could go to be with God. There they could hear God's messages to them. They could also show God that they wanted to honour, love, and trust God more than anything else because of who God is and what God had done and was still doing.

Students can read about the tabernacle in TRS B1/5 or the teacher can share information about it from Exodus 25:1–9; 26; 35:4–19; 40.

Students work in groups or with a partner to make a model, plan or drawing of what they imagine the tabernacle looked like. They illustrate the activities which took place in and around the tabernacle, using the information from TRS B1/5. Resources such as *The Children's Illustrated Bible* and *Adventure Bible Handbook* provide helpful information about the tabernacle.

## 5. RESPONSES TO JESUS IN THE NEW TESTAMENT

Tell students that there are many more stories in the Bible which tell how God continued to do loving actions to his people and that many people responded by worshipping God. The New Testament part of the Bible describes how God acted in a very special way by sending his Son Jesus into the world.

In each of the following stories the students will be hearing about God's action through Jesus and then identifying the response of the people. The table below indicates the stories which describe God's actions through Jesus and the response of people to these actions.

As a class or in small groups read the stories from the Bible or use a Bible story book. As well as having students identify the response of the people in the Bible passages, ask them to imagine that they were in the story and to discuss and describe how they would have responded.

GOD ACTS	PEOPLE RESPOND
The angels tell the shepherds about the birth of Jesus Luke 2:8–20	The shepherds respond Luke 2:20
Jesus heals the blind beggar Luke 18:35–43	The beggar and the crowd respond Luke 18:43
Jesus dies on the cross Luke 23:44–46	Paul responds Galatians 2:20b; 2 Corinthians 5:15
Jesus is raised from the dead Matthew 28:1–10	The women at the tomb respond Matthew 28:8–10
God gives forgiveness of sins through Jesus Ephesians 1:6–8	Followers of Jesus respond Acts 2:38–42, 44–47

Students could describe the responses of people to God's actions through Jesus in any of the following ways:

- Students complete TRS B1/6.
- As a class make a wall chart 'Responding to Jesus'. Students choose one of the people or groups of people and illustrate the person(s) with their response and attach these to the chart.
- Students work in groups and dramatise the responses of people to God's actions through Jesus.

## RESPONSE

### 6. CHRISTIANS RESPOND TO GOD'S ACTION

#### God acts

Make a banner for the students, large enough for them to add illustrations, with the words of Ephesians 1:6 (CEV) printed on it. Or if the class made a 'Responding to Jesus' wall chart, attach the words of the Bible verse to the chart. After reading the Bible verse with the class, discuss with the students:

- what the Bible says God did that shows he was 'kind to us'
- how Christians respond to God's 'kindness'.

#### People respond

Brainstorm and list the ways Christians respond to God's 'kindness' through Jesus, eg

- praising God (on your own or with others)
- singing to God, praying to God
- having personal devotion time
- helping other people
- telling people about Jesus
- going to church to worship God
- celebrating festivals which remind people of God's kindness, eg Christmas and Easter.

Consider asking Christian teachers or parents to share with the students their response to God's actions. Ask them to share responses which include what they do on a day to day basis and not just at special worship occasions. You may wish to share with the students your personal response to God's actions.

Students illustrate these responses and add them to the Ephesians 1:6 banner or the 'Responding to Jesus' wall chart.

Provide opportunities for students to include on the banner a personal response to what God has done for them through Jesus, but do not force a response.

## YOU WILL NEED

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> photocopies of TRS B1/1–B/5 (B1/6 is optional) for students</li> <li><input type="checkbox"/> an illustrated Bible, Bibles</li> <li><input type="checkbox"/> information about the tabernacle from sources, such as Bible handbooks</li> <li><input type="checkbox"/> materials for building models of the tabernacle (optional)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> materials to make a wall chart or a banner with space to include illustrations</li> <li><input type="checkbox"/> to organise for Christian teachers or parents to talk to the students about their response to God's actions</li> <li><input type="checkbox"/> arrangements made for students to observe worship in a church (optional)</li> </ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Record opinions about what is read. Summarise key events and ideas. *Everyday Texts:* Use text organisation features, eg headings. Plan written and spoken texts to achieve their purpose. Begin to select texts, gather and sort information from a range of sources.

**ARTS:** *Drama:* Use known and given stories as a basis for their drama. Share parts of their drama with a familiar audience. *Visual Arts:* Demonstrate simple manipulative skills in collage, construction, assemblage. Work with others on set projects. Invent structures, images or forms for a purpose.

**MATHEMATICS:** *Shape and Structure:* Build structures and make geometric models. *Transformation, Symmetry:* Make informal use of scale in producing models and drawings. *Location and Arrangement:* Plan, describe and use arrangements in practical settings.

**TECHNOLOGY:** *Design, Make, Appraise:* Use models, drawings in design and production. Make things from everyday sources. *Materials:* Build models. Follow instructions.

**SOCIETY AND ENVIRONMENT:** *Investigation, Communication, Participation:* Record observations. Select and categorise relevant information. Interpret information to make models, collages and charts. Listen and respond to oral histories, stories, presentations. Develop strategies for working with others. *Culture:* Explore customs, traditions, practices of groups and communities.

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' knowledge of Bible stories about God's actions?

How did I respond to the range of students' attitudes towards people's response to God's actions?

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?

# LIFE IN EGYPT FOR THE ISRAELITES

The first Israelites who went to live in Egypt were the family of Joseph, an Israelite who became a ruler in Egypt. You can read about Joseph in *Genesis 37-45*. For many years Joseph's family and his descendants lived very happily in Egypt.

But about 400 years later things were much different. The Israelites were no longer a small group of people but a large nation. The Pharaoh who ruled Egypt was worried because there were too many Israelites. He was afraid that if there was a war, the Israelites would help the enemies. So he made life very difficult for the Israelites.

The Egyptian rulers made the Israelites slaves, which meant that instead of working for themselves, they had to work extremely hard for other people. The Pharaoh forced the Israelite slaves to build cities, using bricks they had to make themselves.

The Bible says ' . . . their lives were miserable. The Egyptians were cruel to the people of Israel and forced them to make bricks and to mix mortar and to work in the fields.' *Exodus 1:14*.

Although the Pharaoh mistreated the Israelites, their nation became larger and stronger. Pharaoh decided that the way to reduce the number of Israelites was to kill all the male babies. They were to be thrown into the River Nile.

The Bible describes the way God planned to rescue his people by choosing a man called Moses to lead the people out of Egypt.

You can read about how baby Moses himself was rescued, so that he could carry out God's plan (*Exodus 2:1-10*).

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# GOD CALLS MOSES

Summary of the story

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Illustrate God's action in this story

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# MOSES AND AARON SPEAK TO THE KING

Summary of the story

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Illustrate God's action in this story

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# THE PLAGUES OF EGYPT

Summary of the story

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Illustrate *God's* action in this story

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# THE PASSOVER

Summary of the story

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Illustrate *God's* action in this story

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# THE CROSSING OF THE RED SEA

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Summary of the story

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Illustrate God's action in this story

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## THE ISRAELITES RESPOND TO GOD'S ACTIONS

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# THE TABERNACLE

The Israelite people needed a place where they could go to worship God. The Bible tells how God told Moses to build the tabernacle or 'place of meeting', which was like a portable tent where God met with his people. The tabernacle needed to be easy to pull apart when the people moved on to a new place and easy to set up when they stopped.

The Ten Commandments were very important to the Israelite people and were written on two pieces of stone. These were kept in a gold box called 'the ark of the covenant'. This reminded the people of the covenant God had made with them. The ark was kept inside the tabernacle.

The tabernacle was 14 metres long, 4 metres wide and 5 metres high. It had a wooden frame covered with linen material decorated in blue, purple and scarlet. Over this were waterproof coverings. The tent had two rooms.

The smaller room in the back was called 'the most holy place'. The ark of the covenant was kept in this room. Only the high priest was allowed to go into the most holy place and that was on the Day of Atonement.

The larger room was called 'the holy place'. Inside this room was a bronze altar on which incense was burnt each morning and each evening. There was also a seven-branched lampstand and a gold table. Once a week, twelve loaves of bread were placed on the gold table, one for each of the tribes of Israel.

Outside the tabernacle was a courtyard which was 50 metres long and 25 metres wide. Everyday, several times a day, the priests burnt animal sacrifices in their worship of God. They did this on a large altar in the courtyard. Before the priests entered the tabernacle or offered a sacrifice, they washed their hands in a bronze basin, called a laver.

# PEOPLE RESPOND TO JESUS

Draw how the people responded in each of the Bible stories you have heard.

THE SHEPHERDS

A BLIND BEGGAR AND THE CROWD

THE WOMEN AT JESUS' TOMB

PAUL

FOLLOWERS OF JESUS

GOD GATHERS PEOPLE TO WORSHIP HIM