

**MODEL UNIT**  
**BAND C**  
**LEVEL 3**

# FAITH

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

**YEAR:**.....**SUGGESTED DURATION** 4 weeks (approx 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 TO LIVE AS GOD'S PEOPLE

**1a** investigate the work of God the Holy Spirit in the Old Testament

**1b** examine Bible references which describe the life-giving work of the Holy Spirit

**1c** explore the Holy Spirit's work in creating and sustaining faith

### 2 THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM

**2a** investigate Bible references to baptism as the sacrament that gives life

**2b** explore the baptismal rituals of Christian denominations

**2c** investigate the Christian teaching concerning the implications of baptism for daily living

### 3 THE HOLY SPIRIT USES GOD'S WORD AND HOLY COMMUNION TO HELP GOD'S PEOPLE GROW

**3a** investigate biblical references to holy communion as the new covenant between God and his people

**3b** explore the holy communion rituals of Christian denominations

**3c** investigate holy communion as the Spirit's means of strengthening faith

**3d** investigate ways Christians use the word of God for spiritual growth

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

Record the Bible's and the catechism's teaching about how the Holy Spirit creates faith. (1b,1c,2a)

Record the Bible's teachings about how people are made new in baptism. (2c)

List the similarities and differences in the baptismal and holy communion rituals of Christian denominations. (2b,3b)

Record the impact of holy communion on Christians' lives. (3a,3c)

List ways Christians use God's word. (3d)

### ASSESSMENT STRATEGIES

⇒ work sample from 'Where faith comes from'

⇒ work sample from 'Faith and belonging'

⇒ work sample from 'Faith and belonging' and 'How faith grows'

⇒ work sample from 'How faith grows'

⇒ work sample from 'How faith grows'

## UNIT SUMMARY

Students investigate what it means to have Christian faith by comparing having Christian faith with having faith in a team, eg a sports team. Students use the information they have gathered to develop a kit that could be given to Christians, detailing what their membership in Jesus' fan club involves.

## UNIT NOTES

The unit is based on a comparison between having Christian faith (being a member of Jesus' club) and having faith in a football team. Teachers could choose another team situation and make similar comparisons, eg another sporting or social team, such as scout or guide group.

## INTRODUCTION

### 1. WHAT IS FAITH?

Students brainstorm what they think of when they hear the word 'faith'.

Use games to demonstrate faith, eg

- A volunteer closes their eyes, falls back and you catch them. Students work in threes to fall and catch each other, one falling and two catching.
- The class stands in a circle, all facing in the same direction. Students each hold the waist of the student in front of them and very slowly and carefully bend their knees and sit on the knees of the person behind them.

Discuss:

- What does faith have to do with the game we just played?
- Who and what do people have faith in?
- What does it mean to have Christian faith?

### 2. FAITH SURVEY

'The Christian faith' can mean the beliefs and teachings which Christians confess (eg the Apostles' Creed). In this unit faith means the personal trust Christians have in Jesus.

Students use the model survey sheet Teacher Resource Sheet (TRS) C3/1, or design their own survey to gather information about people's concept of faith.

Discuss interview etiquette. Discuss who to survey (school or community) and how to conduct the survey, eg during a lunch time, through the school newsletter, by visiting a shopping centre to interview shoppers.

Students conduct the survey, then collate and compile the results and present them in graphs or tables. Discuss:

- What do most people consider faith is? Why do people think this?
- How do different age-groups respond?
- What questions about faith does this survey raise?

## DEVELOPMENT

### 3. FOOTY FAITH AND CHRISTIAN FAITH

Students will use the idea of 'footy faith' (or another sport or team) to learn about Christian faith. Although there are similarities, stress the difference that Christian faith is the work of the Holy Spirit, unlike 'footy faith' which relies on people's decisions. The key questions of the investigation should arise from the faith survey. See TRS C3/2 for suggested questions and Bible readings for students.

Set the scene for students by showing a video of the beginning of a football telecast showing the supporters of teams in action, with stirring musical accompaniment. Then show a video with excerpts of a worship service, eg the local worship service or a section from the video *Hand in Hand*.

Tell a 'footy faith' story like this:

*Last weekend I went to the footy. My team wasn't doing very well. Some supporters near me started abusing the players. Someone yelled at them: 'Don't you know? You just have to have faith!' Discuss what the person meant by saying: 'You just have to have faith!'*

Suggest that we can learn a lot about Christian faith by comparing and contrasting it with 'footy faith'. Students may use three columns in their books to record information. Label the columns: 'Footy faith', 'Christian faith: similarities', 'Christian faith: differences'. At the end of each session students add to their comparative list.

#### A. Where faith comes from

Use this discussion to focus on the Holy Spirit's role in creating faith. God gives people Christian faith — unlike 'footy faith', where a person chooses to be a supporter.

**Footy faith:** Students share how they became supporters of their favourite teams, eg born into a family of supporters, converted, admire the team's achievements.

**Christian faith:** Discuss: How do people become Christians? What do Christians believe is the role of the Holy Spirit in creating faith? What is the difference between the way a person becomes a footy fan and the way a person becomes a Christian?

**Bible and catechism readings:** See TRS C3/2 (Where does faith come from?).

## B. Faith and belonging

Membership in a footy club has certain benefits and privileges. Christians believe that membership in Jesus' club has benefits and privileges, eg the blessings of baptism. Unlike clubs where membership costs the supporter a fee, having Christian faith costs people nothing. Christians believe the fee has already been paid by Jesus.

**Footy faith:** Students bring footy club or other membership cards, kits or badges. Discuss the importance of having other members at games and the support that comes from sharing your faith. What are members entitled to?

**Christian faith:** View a baptism video or attend a baptism to explore the rituals and words used in baptism.

Students interview ministers of local Christian churches about the rituals and words they use in baptism. Students record on a comparative chart what happens in different denominations. Discuss similarities and differences in membership rituals of the same faith.

**Bible and catechism readings:** See TRS C3/2 (What are the benefits of having Christian faith?).

Discuss: How does having Christian faith make you a member of a club? What does baptism entitle you to? What responsibilities come with having faith and becoming a member? In what ways does the Holy Spirit give people new life in baptism?

## C. Identification

Supporters of a team live out their faith in the team by wearing the team colours. Likewise Christians live out their faith and show evidence of the Spirit at work in their lives. Having faith also requires commitment, even when things are difficult.

**Footy faith:** Study pictures of football supporters. How can you identify supporters? (Clothing, actions, speaking about the team, singing the team song)

**Christian faith:** Study images of, and articles about, Christians in the media. Discuss the stereotypes and whether these really show what it means to have Christian faith. Students interview a panel of Christians of different ages and consider: What are the real signs of having Christian faith? What do Lutherans believe about the role of the Spirit in Christians' lives?

**Bible readings:** See TRS C3/2 (How do you identify a person with Christian faith?).

Students compare football team songs and write a team song for the Christian faith.

## D. How faith grows

**Footy faith:** Discuss: Who in the class has the most faith in a particular team? What has happened or what have they done to have that faith? Students list what they would need to do to be a team's number one supporter.

**Christian faith:** Students work in groups and use the Third Part of the Creed in *Luther's Small Catechism* to list ways Christians might grow in faith, eg reading God's word, attending worship services and holy communion.

**Footy faith:** Show a video of supporters at a grand final and the effect victory has on the supporters. In what ways does remembering and celebrating victories foster faith?

**Christian faith:** Interview the pastor or congregation members to consider: In what ways is holy communion a celebration of the victory Jesus has won for people?

Students visit local Christian churches to interview the ministers about the rituals and words used in holy communion. Students consider the similarities and differences in the rituals of the same faith. In what ways is holy communion a celebration of faith for all Christians?

**Bible and catechism readings:** See TRS C3/2 (How does Christian faith grow?).

## E. The outcome of faith

**Footy faith:** Students consider: What would be the ultimate victory for supporters? What happens to footy faith when your team wins the grand final? What happens to faith in the team when it is on a losing streak?

**Christian faith:** Interview a young adult Christian to share how their faith has upheld them in difficult times. What can we learn about faith from their stories? What do Christians believe is their ultimate victory?

**Bible readings:** See TRS C3/2 (What is the outcome of having Christian faith?).

# RESPONSE

## 4. FAITH TASK FORCE

Students review their faith survey results and discuss: What do people need to understand about Christian faith?

Students work in groups to create a membership kit that could be given to people who have Christian faith. See TRS C3/3.

## YOU WILL NEED

- |  |  |
|--|--|
| <input type="checkbox"/> membership cards or badges                      | <input type="checkbox"/> football or other sports team song                                |
| <input type="checkbox"/> baptism video or arrange to attend a baptism    | <input type="checkbox"/> arrange interview with ministers of local Christian congregations |
| <input type="checkbox"/> arrange to attend a service with communion      | <input type="checkbox"/> photocopies of TRS C3/1,2,3                                       |
| <input type="checkbox"/> photos or pictures of football/sport supporters |  |

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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Mass Media:* Identify stereotypes in the media. Consider the target audience and how this influences the way information is presented.

*Everyday texts:* Select appropriate spoken text types for particular speaking purposes. Recognise the differences between spoken and written texts. Develop discussion and problem-solving skills. Plan, prepare and present short talks. Report findings and use strategies for gathering, recording, reporting data.

**SOCIETY AND ENVIRONMENT:** *Investigation, communication, participation:* Reflect on knowledge and understanding to draw conclusions. Organise information and test assumptions by application. Consider aspects of culture, tradition and influences on Australian life.

**MATHS:** *Chance and data:* Collect, organise and interpret data. Construct and conduct a survey.

from 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 students' understanding of Christian faith before and after the investigation?

Did I provide opportunities for the students to reflect on their own faith?

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?

## ***FAITH SURVEY***

Gender:      Male                      Female

Age:            5–10 years      10–15 years      15–20 years      20–30 years  
                   30–40 years      40–50 years      50–60 years      over 60 years

What do you think faith is?

- A. trusting in something or someone      B. someone's name  
 C. a lot of garbage                      D. believing in something that doesn't exist  
 E. other \_\_\_\_\_

Does everybody have faith?      Yes              No              Uncertain

Who or what do you have faith in? \_\_\_\_\_

What do you think *Christian* faith is:

- A. believing in Jesus                      B. doing good things  
 C. going to church                      D. living a good life  
 E. other \_\_\_\_\_

What questions do you have about Christian faith?

\_\_\_\_\_  
 \_\_\_\_\_

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- A. believing in Jesus                      B. doing good things  
 C. going to church                      D. living a good life  
 E. other \_\_\_\_\_

What questions do you have about Christian faith?

\_\_\_\_\_  
 \_\_\_\_\_

# What is faith?

Faith is believing the Magpies will take out the flag.

My faith gives me something to live for.

Everybody has to have faith in something.



## Who can you have faith in?

## Who do Christians have faith in?

You will be working with a partner to investigate Christian faith by comparing 'footy faith' with Christian faith.

You will need to list similarities and differences between having footy faith and having Christian faith.

You will use the results of your investigation to raise people's awareness of faith.

Your research will need to address the following questions.

The Bible and *Luther's Small Catechism* are good resources for researching questions about Christian faith.

### **A** Where does Christian faith come from?

1 Corinthians 2:3–14    1 John 3:24    1 John 4:13

Catechism: Explanation of the Apostles' Creed (part 3) and the Lord's Prayer (prayer 3)

### **B** What are the benefits of having Christian faith?

John 3:1–10    Acts 11:16    Acts 22:16    Romans 6:3,4    Colossians 2:12    Titus 3:5

Catechism: Baptism

### **C** How can you identify a person with Christian faith?

Galatians 5:22–25    James 2:14–17

### **D** How does Christian faith grow?

John 14:16,17,26    Romans 8:26,27    Romans 10:17    1 Corinthians 11:26    1 John 3:23,24

Catechism: Explanation of the Apostles' Creed (part 3)

Holy Communion

### **E** What is the outcome of having Christian faith?

Mark 16:16    John 3:16    John 11:25    Romans 1:16,17    Galatians 3:26–29

1 Peter 1:3–5    2 Corinthians 1:21,22



# ***MEMBERSHIP KIT***

***Christians can be called members of the  
‘Jesus club’.***

Your task is to design a membership kit for people who have Christian faith.

In your kit you will need to include:

- how people become members
- what membership entitles people to
- the important players and rules to know about
  - important events to attend
- ways of encouraging Christian faith to grow
- any other aspects of membership you wish to include, eg
  - a membership badge or card
  - the team song

## **IDEAS AND PLANS**

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