

Who	What	When	Where	Why	How
Who created people?	What did God create?	When did he create the sky etc (Order of creation)	Where does God live?	Why does God loves everyone?	How did God create people?
Who created the world?	What did humans create?	When can people speak to God?	Where do people learn more about God?	Why can't people see God?	How do people learn more about God?
Who cares for us?	What does God do?	When is God around?	Where can people pray/worship God?		How do people talk to God?
Who is God?	What does God look like?	When does God care?			How does God show people that he loves them?
					How can people take care of God's creation?
					How can people try to be like God?

1. What do my students need to understand, know and do?

STRAND/KEY IDEA

Band: Beginning

Strand: Christian Beliefs

Key Idea 1: Christians believe God is one God: Father, Son and the Holy Spirit

Outcome: CB 1.1 Children explain their ideas about God and who God is.

QUESTIONS/INQUIRY PATH

Key Focus Question: Who is God?

Guiding questions:

Who created people and how did the world come to be?

What does God look like and do?

Where can people learn more about God?

How does God show people that he loves them?

How can people be more like God?

UNDERSTANDING AND KNOWLEDGE NEEDED

- God made people and the world
- God loves all people
- God is all-powerful
- God is everywhere
- God sent Jesus to save people
- God always listens when we talk to him
- God helps people to love him and others
- God's love last forever

ABOUT MY STUDENTS-context; what they already know and can do; their questions

Class of 25 children with a ratio of 14 boys:11 girls. The class consists of 5 practising Christian families.

During this time of development:

- children are ego-centric
- children are discovering their world using their senses
- children are visual learners and need concrete aids to stimulate interest

2. How will I know students know what they need to know?

EVIDENCE REQUIRED, ASSESSMENT TASKS

- Children will observe God's creation (outside) and then paint a picture of something they observed (trees, flowers, people, creatures)
- Children will draw two things God has created and Man has created

3. What will help students acquire understanding, knowledge, skills and attitudes

RESOURCES AND ACTIVITIES

Bible References

God created the world	Genesis 1: 1-2,4
God created the sky	Genesis 1: 6-8
God created the land and the seas	Genesis 1: 1:9-10
The sun, moon and stars were created by God	Psalm 136 : 1. 7-9
Sing joyful songs to the Lord	Psalm 95: 1-7
Praise the Lord, he is good	Psalm 136: 1-9
Shout praises to the Lord	Psalm 148
God created Adam and Eve	Genesis 1: 26-31
	Genesis 2: 4-25
God places people in control of the Earth	Genesis 1: 26,28
I will always love you - you are precious to me	Jeremiah 31: 3,4
God's Love	1 John 4: 7-14
Qualities of Friendship	Colossians 3:11-14
Qualities of love	1 Corinthians 13: 4-7
An angel appears to Mary	Luke 1: 26-38
Jesus is born in Bethlehem	Luke 2: 1
Visitors from eastern lands	Matthew 2: 1-12
Jesus blesses the children	Matthew 19: 13-15
Jesus heals a man with leprosy	Matthew 8: 1-4
Jesus walked on water	Matthew 14 22-33
Jesus helps in a storm	Matthew 8: 23-25
Jesus is arrested	John 18: 1-12
Jesus before Pilate	Luke 23: 5, 13-25
Jesus is crucified and dies	Luke 23: 26-49
Jesus is buried	Luke 23:1-5, 13-25
Jesus rises from the dead	Luke 24:1-12
Jesus comes back to life	John 20: 1-20

TEACHING STRATEGIES

Engaging the children

In early childhood, children explore and discover their world using their five senses-sight, hear, smell, touch and taste.

Before the investigation of this unit begins the children will participate in a school walk. During this walk the children will observe their environment (God's wonderful world) and record what they see through drawing, digital photos etc Children will be given equipment to aid their observations-binoculars, magnifying glasses etc Each child will be encouraged to find something to put on the sacred cloth. When the children return from their walk they will place their item on the sacred cloth and will take turns to show and explain their item.

The next engaging lesson will involve the children discussing who made these things? Where did they come from? The children's responses will be recorded on a chart. (If God is not suggested the teacher will share their thoughts)

Next the children will be encouraged to devise a list of questions - who, what, when, where, why and how. (see page 1)

- Children will explore ideas about God as creator, helper and friend through participating in group discussions
- Retell, in a variety of forms, the creation story and other Bible stories about God
- Children will explore different creation stories from our Indigenous cultures
- Observe the complexity of creation
- Make connections between their experiences and Christian beliefs-rainbows, flowers God made them all
- List God-made and man-made objects in the surrounding environment

3. What will help students acquire understanding, knowledge, skills and attitudes

RESOURCES AND ACTIVITIES

Bible References

The walk to Emmaus	Luke 24:13-35		
Jesus appears to his disciples	Luke 24: 36-49	or	Mark 16: 12-18
The Ascension of Jesus	Luke 24: 50-53	or	Mark 16: 19-20

Songs:

If I were a Butterfly	My God is so Big
10,9,8 God is Great	Who's the King of the Jungle?
Jesus loves me	

- Order of creation sequence sheet
- Create a class creation collection book
- Create animals-fine motor activities
- Which hat does God wear?-a range of hats-builder, doctor/nurse/chef etc
- Boy/Girl cut out magazine collage with title God made me special
- Easter scroll (retelling the Easter story)
- Jesus is my King crown
- Butterflies-new life

TEACHING STRATEGIES

- Share their ideas about God and what God is through a range of mediums
- Construct and explore their own questions about God
- Illustrate ways in which God shows his love for people
- Listen to the story of Jesus' life
- Use a range of Bible stories to identify ways Jesus was a friend