

<b>Unit Title:</b> <b>Best Friends</b>	<b>Year Level</b> Kinder	<b>Unit duration:</b> 10 weeks	<b>Term 2</b> <b>Year 2011</b>
KLA(s)    Christian Studies			
<b>Key Idea 1</b>  Christians believe that <i>God</i> creates people to live in relationship with him and with each other.	<b>Outcomes:</b>  <b>CB 1.2</b> Children identify stories about Jesus and discuss what Jesus said and did. <b>CL 1.1</b> Children describe ways <i>God</i> cares for individual people. <b>CL 1.2</b> Children hear stories about <i>God's</i> helpers and discuss ways they are helped and can help others.		
<b>Key Essential Question</b>  What is a good friend? How is a person a good friend to <i>God</i> and to their friends?			
<b>Key Understandings:</b> The bible has many stories telling people about Jesus and his life What makes a good friend? What qualities do their friends have? How we look after and care for our friends? How did Jesus treat his friends? Through the bible stories, guide students to understand that Jesus forgives, heals, protects, never leaves and helps everyone. How can people be <i>God's</i> friend? What does Jesus say about living with others and being a good friend? Can I identify qualities in my friends?	<b>Skills &amp; Values &amp; LLQL</b>  Identity Relationships Caring, steadfast supporters and advocates Open, responsive communicators and facilitators		
<b>Identify Specific Knowledge students need to achieve the outcome (students know...)</b>  Stories about what Jesus did Stories about how Jesus loved and cared for all people (e.g. healing stories) God made and loves each person as special and unique Attributes and features that make each people special and unique God wants to have a relationship with each person Bible stories that show <i>God</i> cares <i>God's</i> love for people enables them to love others Stories of Jesus' friends and helpers (Jesus shows people how to live with others through the things he said and did, Jesus wants people to be a friend to others) Examples of friendship and service Stories of people who help and care for others <i>God's</i> helpers today	<b>Links to other Curriculum Areas</b>  Art - creating, drawing and painting English - reading, writing, speaking and listening, PDHPE - relational skills		

## Unit Summary

In this unit the students learn how people can be a good friend to each other and to God. Through listening to the different Bible stories the children learn about Jesus and how he treats his friends.

Learning experiences and teaching strategies	Identify what students will have the opportunity to demonstrate (students can...)	Assessment	Resources
<p>1. Brainstorm with the class - What is a friend? Who are your friends? Why are they your friends? What qualities does a good friend have? Students write what they think a good friend is. <b>Appendix 1</b> Students paint a picture of their friends, write and share with the class why they are their friends. <b>Appendix 2</b></p> <p>2. Read the following Bible stories from the children's bible: "Daniel in the Lion's Den" (pg. 288), "Jesus heals a crippled man" (pg. 358), and "Feeding the 5000" (pg. 386). As stories are told, lead children to identify who needed love, what did Jesus do to show love and how may have the people felt. Discuss qualities Jesus showed to his friends (forgiving, healing, and loving, always with us). Collate ideas and write a class poem 'Jesus is...' <b>Appendix 3</b> Children think of a story that illustrates Jesus' qualities, draw a picture and write a sentence. <b>Assessment 1</b> Put in a class book. <b>Appendix 4</b></p> <p>3. Read the Bible story the "Fiery furnace" (pg. 282). Discuss how Shadrach, Meshach and Abednego were a friend of God? Why did God look after them? How can people be a friend to God even though they can't see him? (Pray, worship, read the bible, obey God, help people). Divide class into groups of 4. Each group draws on a love heart ways people can be God's friend. <b>Appendix 5</b></p> <p>4. Read the "Rainbow Fish". Ask students what they learnt about the Rainbow Fish. Discuss how Jesus wants people to look after and care for each other. Each child is given a piece of paper with a cut out scale for them to draw a picture about something they can share and or help people with. Using window paints - draw a fish on the window, place each child's scale on the fish. <b>Appendix 6</b></p> <p>5. Read the Bible story "The Good Samaritan" (pg. 380) and discuss what is a Good Samaritan? How does Jesus say to treat people? Write a list of ways. Children draw a picture of them being a Good Samaritan and write a sentence about it. <b>Assessment 2</b> With their buddy, give each buddy a scenario for them to discuss and act out in front of</p>	<ul style="list-style-type: none"> <li>- Use a variety of ways to retell the stories of Jesus helping and being a friend to others</li> <li>- Brainstorm ways friends help each other</li> <li>- Participate in group discussions about what it means to be a friend</li> <li>- Role play the ways they see adults helping others</li> <li>- Express that they are unique</li> <li>- Share their thoughts on God's relationship with people</li> <li>- Listen to Bible stories relating to God's love and reflect on their understanding</li> <li>- Identify ways people believe God cares for them</li> <li>- Share Bible stories of Jesus</li> <li>- Identify the ways</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal record of children's participation, responses to questions and discussions</li> <li>- Work samples</li> <li>- Observations of interactions/language</li> <li>- Rubric</li> </ul>	<ul style="list-style-type: none"> <li>- Christian Studies Curriculum Framework - Curriculum Statements (LEQ)</li> <li>- Coloured Paper</li> <li>- Pencils/textas/crayons/paint</li> <li>- My Favourite Bible Storybook for Early Readers (2003)</li> <li>- Various Bible stories from the library</li> <li>- "Rainbow fish" by Marcus Pfister</li> <li>- "You are Special" by Max Lucado</li> <li>- "Tallest of Smalls" by Max Lucado</li> <li>- Ball of wool</li> <li>- Magazines</li> <li>- Y chart template</li> </ul>

the class of how they can be a Good Samaritan.

**Appendix 7**

6. Read "You Are Special" by Max Lucado. Hold up my fingerprint and explain to class the uniqueness of it (we each have our own special fingerprint). Christians say that God created everyone different with different gifts. Ask them what would it be like if we all looked the same, liked the same food, sport and DS games? Why did God create everyone different? Use the illustration of a body to describe that although we are different we have a very important role to play. If we were all hands - how could we walk?? Children stamp their fingerprint on a card and write one thing they are good at.

**Appendix 8**

7. Read the "Tallest of smalls" by Max Lucado. Seat children in a circle. Students pass a wool ball around identifying gifts in people (caring, helpful, good at sport, write neatly). Children choose a name out of the hat, and think of something special they can do for their special friend. They write a card to their friend and tell them why they are special. **Appendix 9**

8. Children sit in a circle. Discuss how Christians pray for people who are special in their lives. Children draw a picture of somebody who is special for them and write what a person might pray to God about underneath. Make a class book. **Appendix 10**

9. Read the Bible Story "The Prodigal Son" (pg. 414). Use the Y thinking chart to explore LOVE - what does it feel like, look like and sound like? **Appendix 11** Teach children the bible verse John 3:16 "For God loved the world so much that He gave us His one and only Son, that whoever believes in him will not perish but have eternal life." Teach children the song "Jesus Loves me this I know" in sign language. **Appendix 12** Discuss how God cares/helps. Children to imagine that they are God - how would they help people? Children draw a picture of God helping people and write a sentence. **Assessment 3**

10. Teach children the "think, pair, share" teaching strategy. Pair children up to tell each other things they love (special people, animals, food, and sport). Share with class. As a class discuss how we can show love to those things. Make a collage of words, drawings and or magazine pictures of things they love. Share with class. **Appendix 13**

Jesus loved and cared for people

### Unit Evaluation:

I enjoyed teaching this unit, seeing the children's love and interest in the Bible stories, hearing their responses, seeing them put into action what a good friend is and watching their growth in their faith and understanding of who Jesus is and what he did/still does.

Teaching Kinders about being a good friend to others and God through our actions and words is an important unit for Kinders as they begin to form and establish relationships in and outside of school. It is a unit they can relate to.

The children enjoyed creating the Rainbow Fish and showing it to their parents and friends who would walk past the window. Creating the web of encouragement was a fun activity. Some children could identify individual characteristics for e.g. is good at drawing dinosaurs/can write neatly on the line, while others were more general in their encouragement for e. g. he is a good friend. The challenge was to encourage them to think deeper and identify at least one thing their peer was good at. The students enjoyed learning the song "Jesus Loves Me this I know" in sign language and will be teaching the school in our chapel lead service. The children displayed great interest in looking through the magazines to find things they love and also in sharing it with the class.

I used a variety of activities in this unit: role playing, drawing, painting, making a collage/card, singing, learning a bible verse, prayer circle, listening to stories and using the thinking strategies "Think, pair, share" and "Y chart" which helps cater for the different interests and learning styles within the class.

Questioning and work samples were my main forms of assessment. I provided open ended questions and tasks to gain understanding of what children knew and understood. Through the open ended questions and tasks I was able to see and hear the depth in their understandings.

When teaching this unit again :

\*I would seek to develop some new activities (e.g. more hands on - building/creating) and to use different forms of media to tell the stories (e.g. You tube, puppets, drama).

\* I would use different forms of assessment instead of getting children to draw a picture and write a sentence.

\*Teaching & helping students to think deeper about the Bible stories and how they relate to our life.

\*Think of a project/service we can provide to help either the school or community (picking up rubbish, visiting the Aged Care)

Most of my children came from Little Saints (pre Kinder program within the school) where they have been exposed to God and the different Bible stories. I was impressed with their knowledge of the Bible stories however I need to deepen their understandings from making connections to now applying what they know. Overall very happy with this unit.

