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| **ST JOHNS LUTHERAN PRIMARY SCHOOL - BUNDABERG**  **UNIT DESIGNED BY JENNIFER CHALKER (PREP TEACHER)** | | | | | | |
| **UNIT TITLE/TOPIC**  **Choices…what will I do?** | | | | | **BAND BEGINNING**  YEAR GROUP – **PREP**  **This unit could also be easily adapted to suit Band A students. .** | DURATION OF UNIT – 7-8 weeks  TIME ALLOCATION – 2 sessions per week  **TERM FOUR 2013** |
| **CB** | **CC** | **CL** | **CW** | | **KEY IDEA(S)**  CW 1.3 People make decisions using a range of religious perspectives and ethical frameworks,  CW1.1 Religious beliefs and ideas shape people’s thinking and actions.  CB 1.3 A Christian Worldview is shaped by the biblical teaching of sin and grace | **LEARNING STATEMENT**  CW 1.3 Children make connections between their actions and consequences and themselves.  CW 1.1 Children identify and acknowledge that people think and live differently.  CB1.3 Children demonstrate an awareness of the Christian belief that God creates people and loves them unconditionally. |
| **UNIT OVERVIEW (PERSONAL SCOPE STATEMENT)**  The purpose of the unit of study is to assist students to understand that Christians believe God created people to have a relationship with him. God loves and cares for each person. Because each person is an individual they will perceive things in different ways and communicate their beliefs in different ways. God has created each person with the freedom to choose how they will live. This involves thinking about, choosing and deciding on the most positive course of action. Students will understand that there are right and wrong choices which have consequences for individual people and the communities in which they live. This applies to all areas of life. No action of a person good or bad will alter the love that God has for them. | | | | |
| **LINKS TO OTHER CURRICULUM AREAS FROM THE EARLY YEARS CURRICULUM**  **Social & personal learning: Social learning (sustaining relationships)**  Children sustain relationships by:  • acknowledging and negotiating rights, roles and responsibilities in a range of contexts  •cooperating with others in social situations.  **Social & personal learning: Social learning (understanding diversity)**  Children build early understandings about diversity by:  •investigating and communicating positively about the social and cultural practices of people in their community.  **Social & personal learning: Personal learning**  Children build a positive sense of self by:  • developing a sense of personal identity as a capable learner  •acting with increasing independence and responsibility towards learning and personal organisation.  **Active learning processes: Thinking**  Learning statement: Children think and enquire by generating and discussing ideas and plans and solving problems. | | |
| **DEEP UNDERSTANDING/S**  People are made by God to live in a relationship with him.  God has created people with the ability to make choices.  Sin separates people from God.  God loves people unconditionally and offers forgiveness of sins through Jesus.  Because people are individuals they have different ways of thinking.  Because people have different views, they will think differently, do and say things differently and have different responses.  That it is important to have respect for others with different ideas and responses so that we can live together.  The choices people make have different consequences which affect themself, others and the environment.  It is important to be responsible for their actions because they can impact on others. | | | | **ESSENTIAL QUESTIONS**  What are some different ways that people think? - (introduce different ethical systems)  How do we make decisions? (decision making process)  How does how we think influence the choices we make?  How do we know what is a right or wrong choice?  What could some of the positive or negative consequences of our choices be?  What can we do when we make a wrong choice? | | **ASSESSMENT (AS, OF, FOR)**  **Observations** of student’s discussions as they participate in the learning experiences. Keep anecdotal records and notes.  **Work Sample Tasks:** Collect BLM work samples throughout the unit.  Record on final matrix to add to their portfolios |
| **LEARNER PROFILE(S)**  The students are five and six year old students in their first year of formal schooling. This is the last term of the year and they have been involved in Christian studies units throughout the year that included:  The life of Jesus  God’s Wonderful World – creation  Serving Others  The Bible | | | | **STUDENT QUESTIONS**  As the unit progresses the students will have their own questions to ask and these can be inserted here. | | **RESOURCES /LINKS TO LIFE**  For teacher background understanding refer to the CSCF theological notes.  “When Choice Matters” by M Worthing.  See learning experiences for details on resources needed. |
| **CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS (LQL)**  These will be evidenced /skills to be developed (we will be advocating when ….)   * Investigators and learners   I will Be Responsible / Think about my learning/ Investigate/ Use resources   * Problem solvers and implementers   I will look at the problem/ Think back/ think and choose/ do something   * Producers and contributors   I will do my best/ make a contribution/ use my imagination   * Communicators and facilitators   I will Listen/ try to understand/ let others have a turn/ solve problems by listening and talking/ talk friendly/ tell about my experiences/ ask questions/ read and hear/ write and draw   * Leaders and collaborators   I will Help/ do what is right/ cooperate   * Supporters and advocates   I will Look after things/ support others/ speak up) | | | | | | |

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| **IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations")** |  | | **SEQUENCE OF LEARNING OPPORTUNITIES** | **ADJUSTMENTS FOR LEARNERS**  **Describe adjustments for students with learning support needs.** | **IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")**  **Assessment as, for, of** |
| CB1.3  God creates people different to other living creatures  God creates people with bodies, feelings and the need to be with other people.  Only people can think about God. God.  God loves all people  God’s love continues for people even when they do wrong or when things go wrong.  God loves people no matter what they do | **SESSION ONE** | | **God the Creator & Made in the Image of God**  Watch a clip of the Bible story of God creating the world and the creation of people and discuss how God made people his special friends and helpers and that he loves all people.  **A Spoiled World - Discussion**  Show a broken toy and talk about how it was once good to play with but is spoiled now. Students suggest other things which become spoiled, new shoes, clean bedroom  Use illustrations from a children’s Bible to remind students of the perfect world that God made. Remind students of our previous unit on Wonderful Things. Tell students “God made things the way he wanted them to be, but long ago things got spoiled”.  **Story of Adam & Eve – first sin**  Read story of Adam & Eve first sin (Genesis 3:3) using a children’s bible or Read “A garden & a promise”- Arch books or “Adam & Eve” Lion story Bible book 2.  Show Genesis 3. Adam & Eve were the very first people in the world. Their story is in the very first part of the Bible.  “Our story has an unhappy ending, doesn’t it? I don’t like unhappy endings. Neither does God. God came to look for Adam and Eve after they had sinned. He loved them but he knew that sin needs to be punished. God wanted to be friends with people still because he loved them and so that’s why God sent Jesus to make things right again and to give a happy ending. Show rest of Bible: All the rest of the Bible shows how God worked to give us a happy ending.” |  | Students can share Bible stories about God’s love. |
| CB1.3  God creates people with bodies, feelings and the need to be with other people.  God loves all people  Jesus is a special friend to all.  God’s love continues for people even when they do wrong or when things go wrong.  God loves people no matter what they do.  What people can do when they make mistakes | **SESSION TWO** | | **What is sin?**  Introduce the word sin. Briefly explaining that wrong things people do are called sins. Adam & eve sinned when they disobeyed God. We sin when we do things that are wrong. Have children brainstorm things that are sin. Write these onto large chart.  Children are to draw a picture of what they think sin is. Use BLM – What is sin? Share in pairs.  Discuss how Adam & Eve would have felt after they had sinned. Eg Eve was ashamed, they were frightened; God was disappointed, but he continued to love them.  When we sin it makes us feel bad inside and it makes people upset. Do you ever feel that way? Students discuss when they have felt upset because of sin.  What makes you feel better when you feel bad inside? Discuss? For me it helps me feel better when I can talk with someone about what has happened. Sometimes I talk to a friend, but it is even better when I talk to Jesus. Jesus is the one person who can really make me feel better.  God loves you, cares about you and forgives you. We can pray to him to help us to not sin and to forgive us when we do. |  | Students can :  Describe their own ideas about what sin is through speaking, writing and drawing.  Work Sample – BLM “What is sin?” teacher made  Discuss how they feel when they make mistakes, do something bad to another person or when someone hurts them. |
| CB1.3  God loves all people  God’s love continues for people even when they do wrong or when things go wrong.  God loves people no matter what they do | **SESSION THREE** | | **God’s Rescue Plan**  After Adam & Eve sinned things in God’s Wonderful World were spoilt. Adam & Eve were afraid that God no longer loved them. But God still wanted to be friends with Adam & Eve and with all people. Sin separates people from God but God planned a way to make things right again.  God’s way of making things right again was to make a promise. He promised that one day he would send a baby who would grow up and make things right again. God always keeps his promises.  Ask students - Who do you think this baby was?  **Jesus Birth Death & Resurrection**  Retell the story of Jesus’ birth death and resurrection using a children’s Bible or other suitable text.  Jesus was the special person in God’s plan. He was the one to make everything right again and to make people friends with God. Ask students – “How do you think he do this?  1. The first thing Jesus did was always obey God and to share God’s love with people.  2. The second thing Jesus did was to let himself get punished instead of the people who did not obey God. This was part of God’s plan for making things right again.  3. Jesus’ story didn’t end when he died. The third thing Jesus did was to come alive again and to promise that people would live with him forever in heaven. |  | Share Bible stories about God’s love  Describe God’s love.  Recall the story of Jesus birth, death and resurrection. |
| CW1.1  God made people as unique individuals with different ways of thinking.  People think and that makes them different from each other and the rest of God’s creation.  People will do and say things differently because of how they think.  CW1.3  God creates people with the ability to make choices  People make choices in a variety of situations  It is important for people to be responsible for their actions because they can impact on others. | **SESSION FOUR** | | **Free to Make Choices**  Although people are forgiven they continue to sin. God created People to be free to make choices. He didn’t want robots.  Discuss some of the choices the children make each day. From routine things to ways of behaving. Make a class list.  Read - ”I’m in charge of Me” by David Parker. Discuss the variety of choices we make each day that are in the book. Add to the class list. |  | Describe some of the choices that people might make every day. |
| CW1.1  God made people as unique individuals with different ways of thinking.  People think and that makes them different from each other and the rest of God’s creation.  People will do and say things differently because of how they think.  People have different responses to the same situation.  Respect for other people with different ideas and responses is important for living together.  CW1.3  God creates people with the ability to make choices  Decisions have positive and negative results  There are always different ways to solve a problem  People make choices in a variety of situations  Different choices have different consequences  Consequences can effect, self others and the environment  It is important for people to be responsible for their actions because they can impact on others. | **SESSION FIVE** | | **People think in different ways.**  People make choices in different ways depending on the way they think. Today we are going to talk about three different ways of thinking and I have a poster that shows a symbol for each way of thinking.   1. **I will do what makes me happy**   When someone that thinks this way makes a choice they always choose what will make them happy and won’t choose anything that might make them sad. *Teacher notes: Weaknesses - How will the other person feel?*  Use smiley face poster – teacher made   1. **I will do what makes the most people happy**   When someone uses this way of thinking they make a choice thinking about what might make the most people happy. Even if they might be happier doing something else they do what they think will be better for the most people. (*Teacher notes: Weaknesses- What if you are the minority?)*  Use group of smiley faces poster – teacher made   1. **I will do what the rules say no matter what.**   When someone makes choices with this thinking they will follow the rules no matter what. Even if it makes them or other people unhappy they will not break the rule. Use man with stop sign poster – teacher made. *Teacher Notes: (Weaknesses: These are popular because decision making is hard work. These only require a person to know the decision and follow it. Law/duty based. Learn where do you go to get the answer? Not how do you make the decision? Lead to huge problems if someone follows a fundamentalist or extreme view.)*  So let’s think about what choices someone would make if they were thinking in these different ways.  **SCENARIO –** John is a Prep child and he is given four of his favourite yummy biscuits from his mum in his lunchbox. At lunch he sits near his friend Mary and she asks him for a biscuit because she has finished all her lunch and is still hungry. What should he do?  Using each scenario have the children think about what decision he would make if he thought in each of the three different ways. eg   1. He would eat the cookies and not share as he wants to only make himself happy 2. He would share the cookies with Mary as then they both will be happy. 3. He will not share the biscuits because the school rule is that we are not allowed to share food.   Summary - people make different choices based on how they think. |  | Discuss how people view things differently.  Discuss the different actions people may take depending on their differing views. |
| CW1.1  God made people as unique individuals with different ways of thinking.  People will do and say things differently because of how they think.  People have different responses to the same situation.  CW1.3  God creates people with the ability to make choices  Decisions have positive and negative results  There are always different ways to solve a problem  People make choices in a variety of situations  Different choices have different consequences  Consequences can effect, self others and the environment  It is important for people to be responsible for their actions because they can impact on others. | **SESSION SIX** | | **Ways of Thinking….**  Read “The Rainbow Fish” by M Pfister up to the page where the little fish asks for a scale.  Using the three different ways of thinking (use posters) ask the students to discuss what Rainbow fish would choose to do in each case.   1. Keep for self 2. Share with everyone 3. Rule: share with others – share   Read the remainder of the story and discuss the choice he made initially – what were the consequences of that choice. Did it make him happy?  Discuss how he found it hard to make the choice to share at first but what were the consequences when he did finally share?  Draw a picture and write about the rainbow fish making a choice and the consequences of that decision. |  | Recall the three different ways of thinking previously discussed.  Apply these to a given situation and describe the resulting actions.  Discuss the choices and consequences in the story.  Use writing and drawing to show understanding of choices and consequences in the Rainbow fish story.  Work Sample BLM – “The Rainbow Fish” teacher made |
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| **PLEASE NOTE THAT THIS SESSION IS AN EXTENSION ACITIVTY AND TEACHERS SHOULD USE THEIR JUDGEMENT TO DECIDE IF IT IS AT A LEVEL SUITABEL FOR THEIR PREP CLASS.**  **This section extends on the beginning band and moves into Band A.**  CW2.3  Responsible decision making.  God gives humans the freedom to make choices  People make different choices and there is not always one right choice.  People who follow Jesus refer to the Bible to help them make a choice.  What Christians believe is important in making decisions.  Christians pray for guidance, strength and wisdom when making decisions and trust God to help them.  Making responsible decisions helps to foster positive relationships with others.  People can ask themselves questions to make a better choice? | **SESSION EIGHT** | | **How do we make choices and decisions? – Revising the whole school problem solving model and relating it to making choices.**  When people make choices they do things to make up their mind about what to do. There are steps that people take to make big choices and small choices.  Revise the following model using the class poster: (This is the whole school problem solving process and this will have been previously used throughout the year by the Prep students)   * Look at the problem –Why do I need to make a choice? What is it about? * Think & Plan – What are my options? What could I choose? What things will I think about to help me make my choice – how I think, the laws, what I think is important (values), your religious views? * Do Something – make my choice and do what I decide. * Check & Reflect – Think about my choice and the consequences of what I chose.   Model on a large chart and then have students draw their own symbols for each step to remind them of what is involved.  **Christian’s Making Choices – some things to help**  Christians use the same way to make decisions as other people but they also have some other things that they can use and consider when making decisions.  Use props and picture clues to introduce and discuss these…  Prayer is important for Christians when making decisions. Christian’s should Pray throughout all of the steps they take in making a decision. And they should Listen to God! Discuss.  The Bible –Christians need to be familiar with the Bible. They need to read it so they know what's in it and let it speak to you over time. The Bible gives us the background. It doesn't have a section on everything we have to make decisions on but its underlying principles can be our guide. Discuss.  Christian Community – Christians need to be with other Christians in their church, in their school and elsewhere. Your decisions impact on others. Talk to other Christians about decisions you have to make. Discuss.  Core Christian Beliefs. - Christians need to know what they believe? You can learn about God and Jesus and the Bible by going to Sunday school, church, chapel, at school and from your parents. You can then work out what you believe.  What about Jesus? Christians have to know about Jesus and what he teaches. How can we know this? What do we think Jesus would want us to do? Jesus didn’t always do what others thought he should do. Jesus questioned the rules sometimes. 'Don't always go with the flow'. |  | Recall simple problem solving procedures.  Discuss the use of various methods to assist decision making for Christians. |
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|  | **SESSION THIRTEENN** | | **The Last Potaroo’s Choice:**  Read: “Miss Lilly’s Fabulous Pink Feather Boa” by Margaret Wild. Use a pink Feather Boa for a prop as you are reading.  Discuss what the last potaroo did. What were the consequences of her actions? Discuss when she finally admits her wrong choice and Miss Lilly’s forgiveness of her. |  |  |
|  | | **EVALUATION OF UNIT**  Identify what worked well during and at the end of the unit including  Activities that worked well and why  Activities that could be improved and how  Assessment tht worked well and why  Assessment that could be improved and how  Children’s common misconceptions that need or needed to be clarified. | | | |