



**OUR SAVIOUR**  
LUTHERAN SCHOOL

### Band A: Christian Beliefs

**Key Idea 3:** A Christian worldview is shaped by the Biblical teaching of sin and grace.

**Central Idea:** Humans are sinful. God rescues people from sin in many ways.

God rescues through:

- ⊗ his laws – Ten commandments: God's rules guide people to live God's way
- ⊗ circumstances..healing
- ⊗ through other people's love and care
- ⊗ God's ways are unpredictable and unexpected.

### An Inquiry Into:

- ⊗ What is 'rescue'?
- ⊗ How do people sin?
- ⊗ How does God rescue people?

### Outcomes: 2.3: Students analyse rescue stories from the Bible

Students will be able to:

- ⊗ Explain the concepts of sin and rescue
- ⊗ Identify God's rescue in Bible stories
- ⊗ Explain some ways that God rescues

### Resources:

- ⊗ Bible stories such as: Adam and Eve, Noah, Moses, Jonah, The Prodigal Son, Zacchaeus .
- ⊗ Prince of Egypt dvd
- ⊗ Pastor Andy
- ⊗ Images of Jesus healing
- ⊗ Jonah and the Whale Veggie Tales?

### Tuning In: week 1

- ⊗ What does rescue mean? What different types of rescues/rescuers can you think of?
- ⊗ Read a picture book about rescuing (eg The Rescuers Down Under). Discuss/respond - how does someone feel when they are rescued?
- ⊗ In pairs, students plan a mime about a person needing to be rescued, and the rescuer.
- ⊗ Students draw/write about someone being rescued (title page).

### Week 2: Finding Out:

- ⊗ Read The story of Adam and Eve. Discuss sin. How does it make us feel? How does it affect:
  - How people feel
  - Relationship with others
  - The environment
  - People's relationship with God

### Sorting Out:

- ⊗ Bus Stop activity: Write each question on a different piece of cardboard. Students rotate around, adding words and pictures about how sin - makes us feel, affects our relationships, affects the environment, affects friendship with God

<ul style="list-style-type: none"> <li>See if students can identify any Bible stories about people being rescued. Rescued by God? Or by other people? Was God working through those people?</li> <li>Read Zack the Tax Collector (Zacchaeus)</li> <li>Begin 'Rescue' poster. <i>Add to this after each story about rescue.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a think board to outline the story. Who was rescued? How did God rescue them? What were they rescued from?</li> <li>Use a think board to outline the story.</li> </ul>
<b>Week 3:</b> <ul style="list-style-type: none"> <li>View Prince of Egypt</li> </ul> <p style="text-align: center;"><i>camp</i></p>	<ul style="list-style-type: none"> <li>Students record who, where, what, why when.</li> </ul>
<b>Week 4:</b> <ul style="list-style-type: none"> <li>Re-read Moses story.</li> <li>Look further at the exodus story - the ten commandments. Why were they made? Who made them?</li> </ul>	<ul style="list-style-type: none"> <li>Students write a recount of the story after outlining it in planner as a class. Highlight elements of rescue.</li> <li>Students choose one of the commandments (from a selection). If a person was doing the opposite/not following the commandment, what would this be like? If they were doing the right thing, what would this be like? Split a page down the middle and draw/record feelings associated with both sides. Share and discuss - Why were the commandments written?</li> </ul>
<b>Week 5:</b> <ul style="list-style-type: none"> <li>Have Pastor Andy visit us to talk about how he believes God rescues people.</li> <li>Read the story of the Prodigal Son . Discuss, what does this story mean for us, as a story Jesus told to teach us about God?</li> </ul>	<p>Rescue: I know, I feel, I wonder??</p> <p>Students select an emotion picture that relates to how they feel about this story. They write their reasons. Share (circle time?)</p>
<b>Week 6:</b> <ul style="list-style-type: none"> <li>Bus stops: images from healing stories. Students add what they think is happening/or what they wonder about the picture.</li> <li>Read stories of Jesus' healing (Sarah, Talitha, Jesus heals a cripple)</li> <li>Discuss the story of Jonah and the Whale. Have students predict/recall/guess what sort of rescue will happen. Who will sin? Who will need rescuing? How will they be rescued? (as students know this story, see if they can connect it with the concept of rescue?) Read /view the story and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>What do we now know about the pictures? Were any of your wanderings answered? Can we answer any more? Record one interesting thing in your book.</li> <li>Discuss how God's ways are mighty, unexplainable and unexpected. Refer to 'mystery' of God (last term). Compare the whale to the parting of the seas, healing, etc. What other 'amazing and mysterious' ways can you recall? Create a symbol that represents God's mystery and his mighty ways of rescuing.</li> </ul>

### **Week 7: Going Further and Making Conclusions:**

- 🌀 Revise the ways God rescues: through his laws, through other people, through healing. Unexplained/Awesome ways (God's Mighty Power!). Smartboard: sort pictures of various rescue stories and create a mind map of who was rescued, what the sin was, and how they were rescued.
- 🌀 Rescue in Bible stories - Revisit stories shared during term. Refer to posters/think boards made about each story. Students choose a character /group of characters that was rescued. Draw them in the centre, and around the edges write/draw how God rescued them.

### **Week 8: Making Conclusions:**

- 🌀 What is sin? How do people sin? Students choose their form of representation - writing, drawing, recording.
- 🌀 How does God rescue? Create a mind map using pictures and words.

### **Week 9: Making Conclusions:**

- 🌀 Symbols for rescue: Students list some ways that God rescues. Create a series of symbols or simple illustrations. Can the students relate these to Biblical examples of rescue? (e.g. an angel - Daniel in Lions' Den, hands - healing, etc?)
- 🌀 Students write about their symbol/explain verbally what it means.

### **Week 10: Catchup!**