

CB	✓ CC	UNIT TITLE/TOPIC Church Family	BAND YEAR GROUP: Year 2	DURATION OF UNIT TIME ALLOCATION 10 weeks
CL	CW			
KEY IDEA(S) The Christian Community is shaped by and shapes its cultural and historical contexts		OUTCOME(S) • CC2.2 – Students draw conclusions about the purpose of the Christian Church in the local community		
UNIT OVERVIEW Through this unit, children learn about what a church is and some of the features of different churches. They learn about the first Christian Church and hear the story of Pentecost. Children look at and discuss different reasons why people go to church, using their attendance and involvement in school chapel services as a basis. Children demonstrate their understanding of the Church and the Church Family by making a brochure explaining what happens at church and why people attend.			CONTRIBUTION TO LIFELONG QUALITIES FOR LEARNERS <ul style="list-style-type: none"> • Communicators and facilitators • Investigators and learns • Supporters and advocates 	
			LINKS TO LIFE • Band A Level 3 – God Gathers our School as Part of the Church	
STUDENTS/LEARNERS PROFILE prior learning/interests/needs of students <ul style="list-style-type: none"> • Some students will have no prior knowledge of “church” • Be aware of children from different denominations • All students have been involved in school Chapel services, so have some knowledge of worship services • Prior knowledge from previous Christian Studies units on prayer, worship and baptism 		ESSENTIAL/GUIDING QUESTION/STATEMENT that makes explicit the central, core idea developed in unit KQ1. What is the Church? KQ2. When did the Church Begin? KQ3. What is a Church Family? KQ4. Why do people go to Church?		LINKS TO OTHER CURRICULUM AREAS <ul style="list-style-type: none"> • History – Integrated Studies • Literacy • Arts – Visual • Arts - performing
STUDENT QUESTIONS <ul style="list-style-type: none"> • Why are some churches different? • What happens at church? • Why do people go to church? • When was the first church started? 		RESOURCES TO SUPPORT UNIT <ul style="list-style-type: none"> • LIFE • Bible • Excursion to various local churches • Pastor Tim (College Pastor) 		RESOURCES TO SUPPORT TEACHER <ul style="list-style-type: none"> • Bible • Theological Notes • A range of books on Christianity

ASSESSMENT

- Brochure – to explain what the church has to offer
- Observation of students questions and their recordings and findings from recent excursion
- Retelling of events in the early Christian Church.

IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME ("students know...")

- The church is a community of believers created by the Holy Spirit and church buildings are special places where Christians meet to worship
- The functions of the church – worship, witness, nurture, fellowship, service

LINKS TO LIFELONG QUALITIES FOR LEARNERS

With support, frame questions that guide exploration of issues and help form deeper understandings

Use a range of communication skills and forms to process and share information to convey content and purpose

SEQUENCE OF LEARNING OPPORTUNITIES

KQ1. What is the church?

Children draw and label a picture about what they think a church looks like. Share. Discuss differences and similarities.

Visit some churches in the area – St John’s, Faith City, St Pat’s.

Children answer questions

- Do all churches have an altar?
- What symbols do you see in the church?
- Crucifix, symbols, colours, candles, pews, altar, flowers etc.

Assessment: record differences and similarities between the different churches.

KQ2. When did the church begin?

Look at the story of Pentecost and Acts, witnessing

Discuss the word Christian and what it means, its origins.

Where did the original church meet?

Ass: Retell the Pentecost story and explain what it means for people today.

KQ3. What is a church family?

Brainstorm “Who is in God’s family?”

Discuss the special link we have because we are in God’s family – brothers, sisters, Father.

IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...")

- identify churches in the local area
- collect evidence to show the features of different church buildings and compare how they are similar/different

- retell the Pentecost story and explain what it means for people today
- explore Bible stories of people in the early Christian church

- explain ways the church acts as a family and cares for people

DIFFERENTIATION

- Extra assistance to support learning, as needed
- Adjusting activities to make them achievable in terms of literacy content, for example drawing instead of writing, or using pictures to aide their answers.
- Discuss and give answers orally
- Take into account various backgrounds and upbringings that may affect students prior knowledge and understandings

<p>Demonstrates respect for different viewpoints and abilities</p> <p>Use a range of communication skills and forms to process and share information to convey content and purpose</p>	<p>How do others know we are part of God’s family? – through our actions and words What special privileges do we have because we are part of God’s family? Discuss the idea that this school is a church family. What do we all have in common? How do we support each other? Realise that God’s family is the Church.</p> <p>KQ4. Why do people go to church? Brainstorm – “Why do we have chapel?” Discuss the ideas of fellowship, worship, witness, nurture, service – put chn into groups to investigate these 5 parts via interviews with parish members. [Groups to report back to the class. Method of presentation to be discussed in class.] Assessment – chn design a brochure to explain the purpose of the Christian Church in the community. Group discussion about what we would expect in the brochure – create a rubric.</p> <p>Write about all: What do Christians believe? Why come to church? Things that happen at church</p> <p>Select 3 to write about: Special Celebrations Kid’s Church Helping the Community Some things you might see in church How the Christian Church started Activities with friends outside church</p>	<ul style="list-style-type: none"> • interacts with members of the local church and identify their roles and responsibilities • interviews a known adult that regularly attends church (family member, staff member) 	
<p>EVALUATION OF UNIT</p> <ul style="list-style-type: none"> • Was the students’ understanding of Christianity deep? • Did students find answers for their questions through the inquiry process? • Were tasks accessible to all students? • Did the content and tasks show respect fro the different backgrounds, understandings and beliefs of the students? 			

Churches

Baptist

Catholic

Lutheran

