

Christian Studies

Term 2

UNIT TITLE/TOPIC: Happy Helpers

DURATION OF UNIT/TIME ALLOCATION: Term 2 (10 weeks)

BAND: A

YEAR GROUP: Year 1

STRAND(S)

Christian Living

KEY IDEA(S)

Christians are called to love and serve all people.

OUTCOME(S)

Students gather information about how God helps all people and describe how God equips people to help others.

UNIT OVERVIEW

The children will explore that God loves and helps people and He gives people gifts and abilities to achieve His purposes in the world – to serve and love others.

Children will build on knowledge of Bible Stories, characters from the Bible, who God is, *what **servicing** others means and how to serve others.*

This Unit opens up the possibility for future learning such as: God commands people to love others; The need to respect and care for the world which God created.

Three key understandings are: 1. God loves and helps people.

2. God uses people to achieve His purposes in the world – to love and serve others.

3. God gives each person gifts and abilities to respond to human need.



STUDENT/LEARNER PROFILE
prior learning/interests/needs of students

- God loves us (from previous Christian Studies units).
- Children are interested in themselves.
- The children need to feel loved and accepted.
- The children know the concept of 'helping' through giving money to the Year 1 Compassion Child.

RESOURCES TO SUPPORT UNIT

- The Bible
- The Bible Big Book
- Stories and DVDs –
Ruth, Jonah, The paralysed man, Jesus healing the blind man, The feeding of the 5000, Jesus washing the disciples' feet.
- Books –
Growing with Jesus – Andy Holmes
Good rewards for good behaviour – helping out, page 28
Do your good deeds in secret, page 102
Be a helper, page 170
Be a servant, page 180
- Songs –
Jesus loves the little children; This little light of mine ...; The blind man sat by the road; Put on love everyday (ATOK 390)
Little by Little ; More like Jesus – Practise Being Godly Story Book and CD - Colin Buchanan
- Games –
Fantastic Games for Children's Ministry (Christian Education Publications, 2004)
Broken leg, page 17
The Bends, page 20
Shoe Relay, page 28
Walter Raleigh Race, page 29
- Craft –
Easy Fun Crafts with Everyday Items (Hinkler Books P/L, 2009)
Service sticks (adapted from craft sticks, page 9) –
Dip natural coloured paddle-pop sticks into different coloured paint. Write some 'helping' ideas on each stick. Place in a decorated paper cup.
Serving Box – a decorated box containing 'helping' ideas to be carried out within the classroom ie. Help a class member by putting their chair at their desk ...
- Self-evaluation sheet.
- Art materials
- Community people who will speak the children about how they 'help others.

LINKS TO OTHER CURRICULUM AREAS

The Arts – Drama and Puppet Play

1. Ruth
2. Jonah
3. The feeding of the 5000
4. The man who couldn't see

The Arts – Visual Arts

English - Class book - ways to 'serve' others using gifts and abilities

<p>STUDENT QUESTIONS</p> <ul style="list-style-type: none"> • How can I help other people? • Can I help? • If I help others what will I get? • Is there a prize for helping others? 	<p>KEY LANGUAGE:</p> <ul style="list-style-type: none"> • Help • Serve • Love • Care • Gifts • Abilities 	
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<p>KEY FOCUS QUESTIONS TO DRIVE THE UNIT</p> <ul style="list-style-type: none"> • What is 'helping' (service)? • What does 'helping' (serving) others look like? • <p>OTHER KEY QUESTIONS</p> <ul style="list-style-type: none"> • In what ways can 'helping others' be shown? • What motivates people to 'help' others? • Can everybody 'help' others? • How did Jesus care and 'help'?

<p>SEQUENCE OF LEARNING OPPORTUNITIES</p> <p>HOOK – Various activities and experiences that orientate the students to the concept of 'helping' others:-</p> <ul style="list-style-type: none"> • Story - 'The Giving Tree' • Various games – see the Resources section above. • 'Helping' box – see the Resources section above. • Acting – act out various 'helping others' scenarios <p>1. Discuss the concept of the need to be cared for. Brainstorm the ideas of caring for others, and 'helping'. What does it mean to 'help' others? How can this be done? Record ways that students help out in the family. Read the story of Ruth (in the Old Testament book of Ruth). Act out the story. Discuss the act of 'helping' in this story. Make 'serving sticks' (ideas of how to serve in the</p>	<p>IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME ("students know...")</p> <ul style="list-style-type: none"> • God loves and helps people (Jesus life). (links to Assessment # 2) • God uses people to achieve His purposes in the world – to love and serve others. (links to Assessment # 1, 3, 4) • God gives each person gifts and abilities to respond to human need. (links to Assessment # 3, 4) 	<p>IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...")</p> <ul style="list-style-type: none"> • Discuss and illustrate ways that God has helped people (Jesus life). • Their unique characteristics and abilities to help others. • Share how it feels to help others. • Participate in a class project that displays the act of serving others.
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classroom – see resources above for elaboration).

2. God equips people to 'help' others. In what ways can this be shown? Make a list of the roles people have in society and how they help others (doctors, nurses, parents, ...) Organise a person from the school community to talk to the students about their 'helping role'. Can everybody help others? Students identify their unique characteristics and abilities to help others in their immediate community (school, family).
3. How do we feel when we help others? Read the story of Jonah. Compare how Jonah felt when he did help God, as opposed to when he ran away from helping God. Act out the story.

Classify scenarios (Dimension 4 – Dimensions of Learning).

ie. Sad face and a happy face. How do you feel when you help a friend to tidy their desk? How do you feel we you walk past a person who can't get their lunch out of their bag and do not help?

4. Motivation for 'helping'. Did Jesus care and help others? Discuss how Jesus cared and helped others. Read the story of how Jesus healed the paralysed man (Matthew 9:9-13; Mark 2:1-12; Luke 5: 17-26).
5. Motivation for helping others. Discuss how Jesus cared and helped others. Puppet play - story of Jesus healing the man who couldn't see (Matthew 20:29-34; Mark 10:46-52; Luke 18:35-43).
6. Motivation for helping others. Discuss how Jesus cared and served others. Read the story of the feeding of the 5000 (Matthew 14:13-21; Mark 6:30-44). Act out the story. Class mural. What would have happened if the boy didn't give the food? Brainstorm ideas for the 'serving project' in Week 9.
7. Motivation for helping others. Discuss how Jesus cared and helped others. Read the story of Jesus washing the disciples' feet (John 14:1-4). Act out scenario in class.

Artwork – Graffiti Wall – How Jesus helped and loved others.

8. Discuss the gifts of the Spirit and how students can assist in caring and helping others.
Make a class book – each student draws and writes about their gifts and abilities and how they can use these to 'help' others.
The students choose a name of another student from 'the hat'. They write and draw about their gifts and abilities and how they can use these to 'help' others.
Class book - ways to 'help' others using the gifts and abilities that God has given to individuals.
Preparation for week 9 – 'Serving Project'.

9. All people (including children) can serve.
Participate in the project that displays the act of serving others.
 Recap learning –
1. God loves and helps people
 2. God uses people to achieve His purposes in the world – to love and serve others.
 3. God gives each person gifts and abilities to respond to human need.
- Self evaluation – What did I learn?**

ASSESSMENT:

1. **Checklist – classify scenarios – How do you feel when you serve?**
2. **Artwork – Graffiti Wall – How Jesus helped and loved people (How God helped people in the Biblical days).**
3. **Contribution to class book – ways students and peers ‘help’ others using God-given gifts (characteristics) and abilities.**
4. **Quick notes and photos - Participate in a class project that displays the act of serving others – ‘serving project’.**
5. **Self evaluation – What did I learn?**

EVALUATION OF UNIT

- Was the purpose of the unit fulfilled?*
- Was the unit relevant, engaging, challenging?*
- Were the resources adequate?*
- Were knowledge and processes covered?*
- Did the assessment opportunities produce work samples that demonstrate achievement or part thereof of outcome(s)?*