

Lutheran Primary School Wagga Wagga

Year Level: 2	Stage:1
Key Learning Area: Christian Studies	
Topic/Unit of work: Christian Living	Term:3
The Last Tree in the City	Year:2011

PERSPECTIVES

KLA INTEGRATION

GE	ME	ATSI	IT
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ENG	M	S&T	HSIE	CPA	CS
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Outcomes & Indicators

Key Idea 3 CL- Christians have a responsibility in and for the world

Outcome

CL2.3 – Students explore and describe what it means to live in and care for the world

Key Idea 3 CW - People make decisions using a range of religious perspectives and ethical frameworks

Outcome

CW2.3 – Students explore and outline ways Christians make decisions about how to live

Indicators

Students know

- The world belongs to God
 - It is God's blessing to people
 - It is for people to enjoy
 - It teaches people about the wonder and mystery of God
 - It provides for people's needs
 - It is interdependent
 - It is self sustaining
- People live in relationship with the world and God wants people to take care of the world
- Peoples actions impact on the world and other people
- God has placed people in community to love and care for others
- One way of caring for others is to care for the world
- Misuse of creation has adverse effects on creation and human life
- God gives humans the freedom to choose
- There are positive and negative consequences for the decisions people make

Students can

- Retell the story of creation, highlighting the blessing God has given people through his creation
- Explore ways they can respond to God's creation
- List different ways people in the community care for the environment
- Explore ways they can take care of people and places in their school environment
- Use simple decision making procedures

- Outline the consequence of choices people make

Assessment

1. Consequence Bubble Decision Making Matrix - Rubrics
2. National Tree Day reflection Sheet - Rubrics
3. Green City Action Plan – Rubrics

Karen Suckling

Week 2

Teacher introduces students to the picture book 'Last Tree in the City' by Peter Carnavas
It is shared sequentially with teacher stopping for discussion at intervals

Before reading teacher asks students to close their eyes and think of a city.

- What do they imagine?
- What can they see?
- What colours are there?

Students look at front cover and predict what it might be about.
Ask students why the buildings are so dull and the tree is so bright?

Teacher shares beginning of story

As the book is read teacher talks about how Edward feels to be living in a colourless city.

- What makes him happy?
- Do the other people in the city look happy? Why?
- Why does the tree make him so happy?

Teacher shows the Creation Bible Story Illustrations to make connections between the story and God's intention for human beings to protect and take care of God's creation

- Why do you think God created all of the wonderful things in our world?

Discuss and share aspects of the world children enjoy

Teacher explains God's gift of Creation for all people to enjoy. We feel happy in our awesome world!

- How do people treat others when they are happy?
- If people are happy then how do they treat others?

Tree planting sequence page

- Where do you think Edward will plant his tree?

Stop at this section of book

Before finishing story students make their own illustration of their

Children's Picture Book
Last Tree in the City
Peter Carnavas

Children's Lion Bible

<p>favourite part of their world that makes them feel happy. Students share with class – circle time</p> <p>Teacher reads story again finishing the text.</p> <ul style="list-style-type: none"> • What happened to the tree? • How did this make Edward feel? • What did he do to fix his problem? • How did his actions help the other people living in the city? <p><u>Week 3</u> Essential Question – How do Christians choices affect others?</p> <p>Read Bible story- Adam and Eve Discuss the choices Adam and Eve made and the consequences of their choices</p> <ul style="list-style-type: none"> • Were they happy? • What happened at the end of the story? • What were the consequences? • Did they make good or bad choices? <p>Teacher talks about how making decisions is not always easy, we need to think about the consequences</p> <p>Teacher reads Bible story The Prodigal Son, a story of forgiveness and choices</p> <ul style="list-style-type: none"> • Why did the son want to leave? • Do you think his father felt happy about his choice? • What did the father do? • What were the consequences of the son's choices? Were they good or bad? • What did the father do when the son returned? • Could he have made a different choice? • How would he have felt? • Was it a good choice to forgive his son? Why? <p>Students complete a teacher prepared worksheet where they reflect on the choices people made in the Bible stories and the consequences for the choices they made.</p> <p><u>Week 4</u> Teacher talks about consequences of choices</p>	<p>Art paper/crayons</p> <p>Children Lion Bible</p> <p>Teacher prepared worksheet</p>
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There are good and bad choices people can make.

Teacher asks students to remember the last tree in the city? What could have happened to that tree?

- Did it fall?
- Did someone cut it down?
- Why does anybody cut down a tree?

Discuss possible reasons – there could be good reasons for cutting down a tree too.

As a class teacher assists students to Brainstorm and record the consequences of cutting down the last tree in the city – good (there may have been a just reason) and bad

Students then form groups to complete a PMI chart in response to the question

Should people be allowed to cut down trees?

Students return to whole class groups to share PMI charts

Assessment - CW2.3 there are positive and negative consequences to the choices people make.

Students complete own Consequence Bubble chart to record consequences of choices people make.

‘The Last tree in the city is cut down’

Teacher leads a class discussion to explain: Christians believe God wants people to protect and preserve God’s creation. To help it to function the way God wants it to.

Week 5 – National Tree Planting Day

Alternative activities could be an excursion to a local area- Wet lands, Lake Albert, Botanic Gardens
A class initiative for the school such as – composting, worm farm
The creation of a class school/garden/vege patch

Share Planet Ark poster with students

Using the Planet Ark fact sheets student’s research the benefits of trees. They complete a page in their Christian Studies books recording their ideas using illustrations and writing of their own choice

Children share their findings and teacher highlights Section 5 **Trees make caring sharing communities.**

Nature Explorers - Students go outside to explore the school

PMI Chart

Consequence Bubble Chart

National Tree Day Poster

Planet Ark Teacher resources on line

environment – They each have clipboards with Nature explorers Log book sheets to record their observations

- Sheet 1 Things I saw
- Sheet 2 The best things I saw, heard, touched, smelt

Teacher draws student's attention to the trees and bird life around the school's grounds. Kookaburras, magpies, the protected parrots at the eastern boundary of the school.

At completion students return to class to complete a Nature Log Book including

- Today I walked amongst the trees worksheet
- Trees I saw worksheet.

Their Nature Explorer Log Book are completed and taken home to share with families.

Wednesday – Tree Planting Day with other Year 2 classes, parents, Mr Peck(groundsmen) – sausage sizzle

Week 6

Essential question – What do Christians do to care for one another and the world?

Brainstorm as a class ways that God has equipped people to care for the world – skills and abilities people have....

Teacher explains God has given people special gifts and talents, including ourselves. We all have skills and abilities to be able to think and do things.

God wants people to care for the world and has given people the skills and abilities they need to take care of the world and for one another.

Teacher gathers and presents information from various sources illustrating the many different ways people care for the world.

Resource Centre

- IWB teacher shares various web sites related to the actions of community groups
- Librarian collects various nonfiction texts related to topic for students use
- Computer lab with safe website addresses available for students to use
- Brochures – Local Council and Tourist Information Centre
- RSPCA
- WIRES
- PLANET ARK

School Resource Centre

- Clean up Australia Day
- National Tree Planting Day
- Great Barrier Reef
- Lake Albert – Community groups

Students then partner up to complete a poster depicting how people care for the world.

Week 7

Completion of student poster in resource centre
Students share with one another.

At completion teacher asks

**Essential Question - How does this help Christians to live in relationship?
How does this help people to get along with one another?**

Week 8

Teacher uses illustration from the Last Tree in the City book to make connections between people and the environment. Teacher leads a discussion about the significance of this relationship –

- Edward’s happiness and the people of the city.....
- The effect Edward’s actions had on the people of the city.....
- How the people saw his tree and decided to do the same
- It them happy the city had colour – enjoyment they all helped each other.....

Students create an artwork based on the Last Tree in the City
Teacher first discusses the use of colour in the book and the introduces technique

- Art paper – light blue wash applied first
- Rectangular newspaper shapes are cut and pasted for the buildings in the city
- Bright green paint are applied afterwards for the trees of the city

Paint
Art paper
Newspaper

Assessment - CL2.3 Students explore ways they can take care of people and places in their school environment
National Tree day reflection Sheet

Teacher prepared worksheet

Week 9

<p>Teacher introduces final task for the unit Teacher guides students through questioning to reflect on what they have already learnt They complete a page in their Christian Studies book titled What I have learnt this term in Christian Studies. They choose their own way of representing their work – words, sentences, pictures...</p> <p>Teacher introduces the idea of being able to design and build your own 'Green City.'</p> <p>Teacher uses a variety of concrete materials to build a green city with the class during circle time so all students can contribute and share in the city's construction.</p> <ul style="list-style-type: none"> • 3D shapes • Lego • Building Blocks • Green circles <p>After the construction of the city teacher models how to draw a map of the city.</p> <p>Students then think about how they might create their own Green City. Share and discuss ideas.</p> <p>Students then complete a teacher prepared worksheet titled My Green City Action Plan. They then begin designing and construction their own Green City. Depending on resources teacher decided whether it will be</p> <ol style="list-style-type: none"> 1. A built city using concrete materials and then photographed 2. An A3 sized map <p><u>Week 10</u> Completion and presentation of Green City</p> <p>Assessment CL2.3 – God places people in community to love and care for others</p> <p><i>Karen Suckling</i></p>	<p>Concrete materials</p> <p>Teacher prepared Green City Action Plan sheet</p> <p>A3 Art paper</p>
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Evaluation

