

Unit Overview: Christian Studies: Term 3. Linda Upton & Sarah Griffiths

CB	CC	UNIT TITLE/TOPIC Living in Community	BAND B YEAR GROUP 3	DURATION OF UNIT TIME ALLOCATION 10 weeks. 2 lessons per week.
CL 1	CW			
KEY IDEA(S) Christians believe that God creates people to live in relationship with him and with each other		OUTCOME(S) Students examine and reflect on the belief that God creates people to live in relationship with Him and each other.		
UNIT OVERVIEW Christians understand people are created to live in community, so they play an important and responsible role in being co-creators and co-carers with God. Communities are places where people grow and learn to live with one another, interdependently.		CONTRIBUTION TO LIFELONG QUALITIES FOR LEARNERS (Communication and facilitators) Practice and help each other create a respectful, inclusive atmosphere in which people can communicate with confidence and trust.		LINKS TO LIFE Band B folder. God creates human relationships
STUDENTS/LEARNERS PROFILE prior learning/interests/needs of students Information from class survey Band A CC 2.1	ESSENTIAL/GUIDING QUESTION/STATEMENT that makes explicit the central, core idea developed in unit 1. Why did God create people? 2. Who is my neighbour? 3. What are my roles and responsibilities? 4. How can I use my gifts and talents in the community?		LINKS TO OTHER CURRICULUM AREAS Literacy- speaking and listening History – family tree Drama	
STUDENT QUESTIONS	RESOURCES TO SUPPORT UNIT 2007 Life Unique folder Life		RESOURCES TO SUPPORT TEACHER 'The Christian Church' (Theological notes)	
ASSESSMENT				
<ul style="list-style-type: none"> Examine themselves and reflect on how they could use their gifts and talents to build community in the school - Create a book to show how to solve problems in the playground. Investigate the Christian belief that love and forgiveness are the basis for positive relationships and healthy communities. - Who is my neighbour and how can I help them? Create a code of conduct for "living in community" in the classroom. (Tribe Rules) – 10 commandments for friendships 				

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

God creates people

- God creates and loves all people – male/female, young/old, Christians/non-Christians, all cultures
- all people are equal because they are made by God – unique individuals with gifts and talents
- God creates people with the ability and freedom to make choices
- God places individuals in different communities

God's plan for community living

- community is part of God's plan for people
- people need community – community builds individuals
 - people in community respect one another – their uniqueness and difference
 - people help each other and learn from one another in community
 - there are responsibilities for living in community

There are broken communities because people are sinful

God gave the ten commandments to protect and build community and to teach people how to live together

God forgives people who fail in community

LINKS TO LIFELONG QUALITIES FOR LEARNERS	SEQUENCE OF LEARNING OPPORTUNITIES	IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...")	DIFFERENTIATION
	<p>Week 1: Uniqueness</p> <hr/> <p>Week 2: Uniqueness & feeling valued</p>	<p>- <u>Read Genesis 1 & 2 Creation</u>. List / illustrate the ways people were unique from the rest of creation. e.g ability to make decisions, ability to have a relationship with God, given roles and responsibilities. "The Bible says that God made both male & female 'like' God; they were closest to him of all his creatures. God provided for them, gave them both important responsibilities and was 'very pleased' with them."</p> <p>-<u>Pets & people</u>: 'My dog can fetch the paper, but he can't read the paper!'. p. 12 from 'God creates human beings' (see examples in folder) Students think about what their pet can do and what they can do (highlighting humans as unique-from previous session).</p> <hr/> <p>-<u>'Males and females are precious to God'</u> p.26 BLM (TRS B1/1)- Students indicate which activities males & females could do. Work in small groups of mixed genders to discuss choices & reasons. Report back to class. Students read Genesis 1:26-31. They identify; -who God made both male & female to be like (verse 27) -the important responsibilities God gave to both (verse 28) -what God provides for both (verse 29) -God's reaction to the people God had made (verse 31)</p> <p>-<u>'Feeling valued' & 'Message from God'</u>. p. 12- 'God creates human beings' Students brainstorm the ways they can help people to feel loved and valued e.g think about the things you can say or do. Role play these suggestions. Discuss how being valued makes you feel. Give students a written on card with the Bible verse: 'You are precious in my eyes and special, and I love you" (Isaiah 43:4b TEV). Students write a personal response,</p>	<p>By outcome & teaching input (for all weeks)</p>

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	<p>Week 3: Friendship & relationships</p> <hr/> <p>Week 4: Neighbours</p> <hr/> <p>Week 5: Conflicts in relationships.</p>	<p>expressing their feelings about receiving this message. Include answers to questions such as; 'Who do you think would feel this way about you? Why would someone say something like this to you? Share responses. At the end reveal the sender of the message.</p> <hr/> <p>- 'A good friend' p.12 Working in groups, identify the 5 most important characteristics of being a good friend. Each student in the group chooses a characteristic and illustrates what it looks like. Students discuss; -What does a 'good friend' do to make you feel special? - How do you show that you value this person and their friendship?</p> <p>-Explore the Christian belief that human relationships are part of God's plan. <i>Bible references: Genesis 2:18-24 God sets the lonely in families - Psalm 68:6a The first sin -Genesis 3, mixed families – Joseph, Single parent family – Widow of Zorabath, Babies given away and adopted - Moses Cain & Abel</i></p> <hr/> <p>-'Neighbours' .p12 -LIFE resource Choose two activities from the following, to explore the concept of neighbours: 1. Students draw a map which illustrates their home and the homes in their street. Include the names and names & pictures of neighbours they know. Write a short paragraph attached to their picture to describe the relationship (or do not have) with their neighbours. 2. Invite a speaker from a neighbourhood program (ie Neighbourhood watch, Safety houses) to talk about the importance of their program and the ways people can be helpful neighbours. 3. Invite a grandparent to talk about the importance of neighbours when they were children. Compare past to present. Discuss reasons for change. 4. Explore & illustrate the diversity of neighbourhoods e.g. high-rise building, suburbs, rural communities, caravan parks. Go on to explore the meaning of 'neighbour' in the New Testament. Who is my neighbour? <i>Treat others as you want them to treat you: Matthew 7:12 The good Samaritan; Luke 10: 25-37.</i> Possible use of BLM Good Samaritan sheets in resource folder. Role play: A group of young kids walk past an old lady who has dropped her handbag. What do you do? -3 different endings. Different scenarios to each group.</p> <hr/> <p>-'Conflicts in relationships'. p.12 -LIFE Choose from following activities: 1. Small groups- examine pictures from newspapers or picture sets of people in conflict situations. Use stimulus to create a story. Include - who the people are, what conflict is about, cause, the result, impact on others. 2. Make a list of the causes of arguments in families or between friends. How are these</p>	<hr/> <p>Select activity to match ability level or interest.</p>
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Week 7: Roles & purposes of families

responses to questions in small groups or individually. Share responses as a class. Or Me and my family. Divide page in 4. Draw family members, when it is difficult to show love, what do you do, you're dreams

- 'Roles & responsibilities in families' p.13

Draw responsibilities of family members. Discuss who is responsible for the various tasks or roles. Invite people from a variety of family structures (e.g sole-parent families, large families where there are many siblings, extended families) to describe their family to the students, including who is responsible for various tasks. OR Set as a homework task for each student to discuss at home and report back to a small group in class. Students discuss what happens when family responsibilities are not met. List scenarios. Who is affected? Why? What can be done to rectify the situation? Examine Bible teachings about roles and responsibilities in families.

Bible ref's from p.10- Purpose of families:

Genesis 2: 18-24

Deuteronomy 4:9

Psalm 68: 6a

Proverbs 22:6 Ephesians 6:1-3

-'Family stories' p.13 & Families in the Bible ref p. 10 (below)

Abraham & Lot *Genesis 13:1-12, 14-18*

Abraham & Sarah *Genesis 17:1-21*

Jacob & Esau *Genesis 25:19-34, Genesis 27;1-45, 28:10, 29:14 and 32;3-21, 33;1-17*

Joseph & his family *Genesis 37;1-36, 39:1 , 47:31, 49:29 and 50:26*

Elisha & the widow *2 Kings 4:1-7*

Ruth & Naomi *Ruth 1: 1-18*

The forgiving father *Luke 15:11-32*

The wedding at Cana *John 2:1-11*

Mary, Martha & Lazarus *John 11: 1-44*

Week 8: Our school & community

-'Our school' from p.13 LIFE 'God creates human relationships'

Students work in pairs to list the most important roles of people at school, e.g. class teacher, students , principal, parents, canteen ladies, pastor, teacher assistant. Make a list of the responsibilities to the school community people in these roles have. Possible guest speakers to talk to the students about their roles and responsibilities at the school. Explore the Christian belief that God provides social structures for the welfare of people. OR:

- Guest speaker- Pastor Joe to students about his role in the school / church. ??

-'Occupations'

Make a class list of occupations (paid & unpaid) of students parents / caregivers. Students write invitations to parents inviting them to talk to the students about their work or provide this information in some other way (homework: interview parent?). Go on to explore the Christian belief that God provides roles for people in the community

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Week 9: God loves all people

which are part of the way God cares for people.
 -more activities listed on p. 14 LIFE 'God creates human relationships' (Joseph & his family, Servants of Lot & Abraham - conflict & resolution)

-'Jesus' attitude to people from various cultures' from p.11 LIFE

Tell students you are going to read a story about a woman who knew what it is like to have other people think you are no good just because you come from another place. Tell the story of Jesus & a Samaritan woman (John 4:3-42). Students imagine the reaction of Jesus' disciples when they saw Jesus talking to the Samaritan woman, remembering that Samaritans and Jews were enemies and that a Jewish teacher would not speak to a woman in public. How would Jesus' actions have changed them and their attitude to Samaritans & to women? Students create or write a diary entry from the viewpoint of Jesus' disciples, or illustrate the changes which may have taken place in the town of Sychar as a result from this visit from Jesus. Reflect on Jesus' love for all people. Further Bible ref's demonstrating this:

<i>Roman officer's servant</i>	<i>Matthew 8:5-13</i>
<i>A Canaanite woman</i>	<i>Matthew 15:21-28</i>
<i>A demon-possessed man</i>	<i>Mark 5:1-21</i>
<i>The good Samaritan</i>	<i>Luke 10:25-37</i>
<i>Ten men with leprosy</i>	<i>Luke 17:11-19</i>
<i>A Samaritan woman</i>	<i>John 4:3-42</i>

2nd session - finish above OR:

- 'No difference in God's sight' p.11 ???-page

Acts 10:34 Acts 17:26
Romans 1:16b, 3:22-24, 12:3-5
Galatians 3:28
Revelations 5:9

Week 10: God loves all people

- 'Showing love to all people' p.11 - page / activities?

Matthew 25:31-40 Acts 4:32-35
Galatians 6:10

Assessment:

- Create a booklet to show how to solve problems in the playground
- 10 commandments for friendships
- Who is my neighbour and how can I help them?
- Create a code of conduct for "living in community" in the classroom. (Tribe Rules)

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EVALUATION OF UNIT

Student self evaluation.

Check students reading and finding a Bible reference.