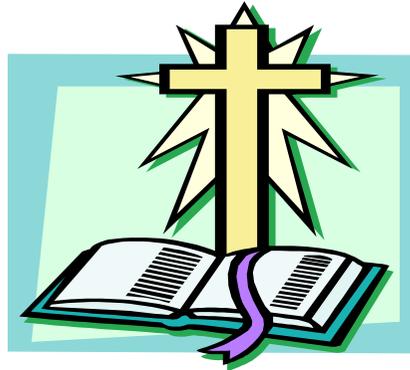


Christian Studies Curriculum Planner

St Andrews Lutheran College



Strand: CHRISTIANITY IN THE WORLD

Unit Title: It's Your Choice!

Year Prep

Term 3, 2010



Strand: Christianity in the World

Unit Title: It's your choice!

Year Level: P **Proposed duration** **Term:** 3 , 2010 **Wks:** 1-9

Teacher(s): G. Chan ; S. Ridley; T. Samuelson

School: St Andrews Lutheran College

Key Idea(s):

(tick the key ideas covered and then type in the statement for each of your key ideas)

1

2

3 People make decisions using a range of religious perspectives and ethical frameworks

Outcome(s): CW1.3 - Children make connections between their actions and consequences for themselves and others

Spiritual Growth Hope: Students might understand that Jesus forgives us and we should try to forgive others.

What is our purpose?

A concise description of the central idea to be addressed and the scope of the inquiry

a) Central idea: God created people with the ability to make choices about how they act every day.

b) An inquiry into:

- how feelings affect the choices that people make
- good and inappropriate choices
- the consequences of the choices people make

Knowledge (Student Know):

God creates people with the ability to make choices

Decisions have positive or negative results

There are always different ways to solve a problem

People make choices in a variety of situations

Different choices have different consequences

Consequences can affect self and others and the environment

It is important for people to be responsible for their actions because they can impact on others

▪

Processes (Students Can):

- share ideas of what makes them happy/sad
- participate in activities that explore feelings and emotions
- discuss the consequences of what happens when the group's code of behaviour is not followed
- use characters (eg, personal dolls, puppets, story) to explore issues such as bullying, hitting
- use language as a way to solve conflict
- role play different ways of solving conflict
- brainstorm solutions to specific problems and identify the range of choices that can be made
- explore the consequences of different ways to solve real life problems
- identify the poor choices made in situations that have negative outcomes
- suggest choices that will produce happy relationships (eg, families)

What do we want to learn?

The key questions which will drive the inquiry.

| | | | |
|--|---|---|--|
| Form <i>What is it like?</i> | | | |
| Function <i>How does it work?</i> | 1 | | |
| Causation <i>Why is it the way it is?</i> | | | |
| Change <i>How does it change?</i> | 1 | | |
| Connection <i>How is it connected to other things?</i> | 1 | | |
| Perspective <i>What are the points of view?</i> | 2 | 3 | |
| Responsibility <i>What is our responsibility?</i> | 3 | | |
| Reflection <i>How do we know?</i> | | | |

Teacher Questions:

1. How do feelings affect the choices that people make?
2. What are good and inappropriate choices?
3. What consequences happen when we make choices?

Student Questions:

-
-
-

What resources will we use?

People, places, audio-visual materials, related literature, music, art, computer software etc.

Photos of feelings (Magazines, picture books, newspapers) *Wks 1,2 &3*

How do you feel? (Liu, 1998, big book) *Wks 1,2 &3*

Movement (Rigby – big book)

What makes me Happy (Anholt. C& L JP F ANH) *Wks 1,2 &3*

I like me (Anholt, L. JP F ANH) *Wks 1,2 &3*

The Ugly Duckling (big book) *Wks 1,2 &3*

Character Education (Creative Teaching Press – set of books) *Wks 1,2 &3*

Video: The Reluctant Dragon

Feelings

\Photos of feelings for students to sort *Wk 6*

How will we know what we have learned?

The strategies which will be used to assess learning.

A. Formative assessment

- 'feelings' paper plate response
- 'choices' drawing response
- play situations - role-playing
- participation in whole class discussions

B. Summative assessment

Students are to divide an A4 page into two columns and are to draw/paint a choice that they have made in one column and the consequence/result of that choice in the other column. At the bottom of each drawing/painting the student is to write (or Teacher to scribe) what their choice was and what the consequence/result was. OR Students can present their art piece in front of the class and tell the class what their choice was and what their consequence was to the class. (Teacher uses the criteria sheet below to mark their verbal explanation.)

Student self-assessment:

Student self-reflection sheet

How best will we learn?

Teacher and/or student designed activities which will address the key questions.

TQ1. How do feelings affect the choices that people make?

Weeks 1, 2 and 3

- Recap from "Funny Face" Unit - look at photos from magazines, picture books, newspapers that express feelings.
- Read stories about feelings "How do you feel?" (Big Book) "What makes me happy?" "I like me" "The Ugly Duckling" (Big Book) and Character education set of books. Discuss how these feelings may affect the choices that those characters made.
- Students design a 'feeling' paper plate, on one side they draw/paint/collage a feeling, on the other side they can write a sentence of why they feel that way ie. "I feel happy when my friend plays with me" or "I feel sad when I can't swing on the swing".
- Students draw/paint pictures of the way they feel when they are happy, sad, angry etc.
- Students pose for a photo of them expressing a particular feeling or emotion.
- Show the photos to the whole class on the IWB, discuss and reflect.
- Use a blank template of a face on the IWB and allow students to draw a feeling on the face, other students can then try to guess what the feeling is.

TQ2. What are good and inappropriate choices?

Weeks 4 & 5

- Brainstorm with the students what are good choices and what are inappropriate choices. List them on chart paper or the IWB.
- Students can be provided with a piece of A4 paper and on one side draw a good choice that they have made and on the other side draw an inappropriate choice that they have made.
- Encourage the students to share their 'choice' expression with the class or with a partner.
- Role-playing situations of good and inappropriate choices using blocks, home corner, art etc.
- Use opportunities when children make good and inappropriate choices during the day to reflect and add to the chart or IWB file from the brainstorming lesson.
- Make time each day to have a "Student of the Day" award where a student can be recognised for making a good choice.

TQ3. What consequences happen when we make choices?

Week 6

- Brainstorm a list of problems with the class. (You could record these as a sentence at the top of a piece of A3/A4 page - each problem is new page). Give each pair of students (if enough pages) a problem page to then draw that problem. Come back as a class and display each 'problem page' and discuss and record the many or few choices that could be made from this problem. (You may only want the drawing to cover $\frac{1}{2}$ the page so that you have room to record the choices part. You could then display the pages individually or create a class book called "Solving Problems")

How best will we learn? CONT.

Teacher and/or student designed activities which will address the key questions.

- Revisit the feeling paper plates and allow students to reflect on the feelings that they feel after a good or inappropriate choice. Display the following sentence starter on the IWB and allow students to verbally finish the sentence starter off. I MADE A GOOD CHOICE AND I FELT I MADE A BAD CHOICE AND I FELT
- Give students the pictures or photos of different feelings and get them to sort them into feelings for good choices and feelings for bad choices.
- Watch "The reluctant dragon" video.

Week 7

- Students begin summative task.

Week 8

- Students present their task to the class.

Week 9

- Students complete a self-reflection sheet.
- Students continue to role-play solving problems and making good choices and solving inappropriate choices. Examine the classroom charts that have good and inappropriate choices on them and help the students to reflect and link those choices to consequences.

How will we take action?

How the students will demonstrate their ability to choose, act and reflect.

To what extent did we achieve our purpose? - (refer to M.A.T.E evaluation sheet)

To what extent: were the purposes fulfilled; was the unit relevant, engaging, challenging and significant; were the resources adequate; were the concepts, skills and attitudes addressed.

Name _____

Date ____/____/____

It's Your Choice!
~ Self-reflection sheet ~

| | | | |
|---|--|---|---|
| I like drawing and painting pictures about my feelings. |  |  |  |
| I enjoyed making a paper plate about feelings. |  |  |  |
| I liked giving my ideas about good and inappropriate choices. |  |  |  |
| I enjoyed role-playing choices. |  |  |  |
| I try to make good choices every day. |  |  |  |
| I sometimes need help to make good choices. |  |  |  |

Draw a picture of how you feel when you make a good choice.

CHRISTIAN STUDIES

Strand

Christianity in the World

TITLE

It's your choice!

Central Idea

God created people with the ability to make choices about how they act every day.

This is me making a good choice:

(Students can draw a picture of them making a good choice or you could take a photo of them making a good choice.)

In this unit, students inquired into the different choices