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| **UNIT TITLE/TOPIC God loves us, no matter what** | BAND : AYEAR GROUP: Year 1 and 2 | DURATION OF UNIT: 7 weeksTIME ALLOCATION: 90 minutes per week |
| **CB** | **CC** | **CL** | **CW** | KEY IDEA(S)A Christian worldview is shaped by the biblical teaching of sin and grace. | LEARNING STATEMENT   |
| UNIT OVERVIEW (PERSONAL SCOPE STATEMENT)Central Idea: There’s nothing we can do to make God love us more or less | LINKS TO OTHER CURRICULUM AREAS |
| DEEP UNDERSTANDING/S (lines of inquiry)* Stories of God’s love in the bible
* Human brokenness
* God’s rescue of us
 | ESSENTIAL QUESTION (Teacher Questions)* What do rescue stories teach about God’s love?
* What causes our broken relationship with God and each other?
* How does God rescue us?
 | ASSESSMENT (AS, OF, FOR)**Summative assessment task(s):**Using the lyrics of the song ‘So you would come’, children explain/draw/making connections to/reflect on what each part says about ‘What does it tell us about people’ and ‘What does this tell us about God’. Make these into a video clip or PowerPoint to go with the song. |
| LEARNER PROFILE(S) | STUDENT QUESTIONS | RESOURCES /LINKS TO LIFE* -Parents for interview
* - Adult to share an example of their failings -
* variety of songs with the theme of grace -
* variety of bible stories
* -Creation story books
* -Backpacks,
* -Beads to make bracelets
* - Shredder
* - iPads/laptop with access to iMovie or similar
* -Bible verses
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| CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS (LQL) |
| ❑ Investigators and learners ❑ problem solvers and implementers ❑ producers and contributors | ❑ communicators and facilitators ❑ leaders and collaborators ❑ supporters and advocates | These will be evidenced /skills to be developed (we will be advocating when ….) |

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| IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations")**Outcomes*** Retell and explain stories of God’s love from the bible
* Explains the causes and effects of human brokenness
* Explains how and why God rescues us
 | SEQUENCE OF LEARNING OPPORTUNITIESDifferentiation/links to Lifelong Qualities for Learners**Learning Experiences****Love is...** Interview their parents/loved ones about what love looks, feels and sounds like. Create a class book called ‘LOVE IS...’ Each child makes a page to contribute to the book. What do they do when you make mistakes? Explore the idea of unconditional love. These people love you no matter what you do because we all make mistakes. Read 1Corinthians 12:4-8 to add to their idea of love. Read the creation story ‘Genesis 1’ or from picture story books. Photocopy pictures of God’s perfect creation from a variety of bible story books. Record your ideas as a class about what they see eg. perfect, beautiful, peaceful. Compare these images to images from after the fall eg. disappointment, scared, hiding. Discuss what they think happened to cause the change. Read Genesis 3. Review the story and establish that the difference between them is ‘Sin’. Other words could be ‘breaking of our relationship with God’, ‘being separated from God’. Record different words that they have for sin. Display words for sin on the pictures ‘after the fall’ and words for perfection on the pictures of the perfect creation eg. love, peace, no fighting, perfect. Have 2 children to represent Adam and Eve with a backpack which is empty at the start to represent the perfect world. To each backpack, add a ‘stone/weight’ as you read through the story of creation. eg. trying to be like God, not listening to God, lying, shame, being tempted, hurt God. Get them to walk around with this weight. How does it make them feel? Invite an adult (could be the teacher) to discuss a time/situation in their life when they made mistakes. They could fill up their own backpack to show that everyone makes mistakes. Get children to create/draw their own backpack. What would some of the weights be in their pack? How do you feel with all the weight? What do we deserve? Read the bible verse from 1John 4:7-10. What does this tell us about? What God has done for us? What does God do with these? Put the pieces of paper through a shredder with the word ‘God’s Love’ on it. Use the shreddings to make a cross, showing that through Jesus we have God’s free love, even though we don’t deserve it. Also read 1 Peter 5:7. We can continually cast our burdens on Jesus. At an appropriate time during the unit, provide coloured beads to make a bracelet. Students choose different coloured beads to represent some of the key concepts learnt so far eg. love, sin, forgiveness, Jesus, creations. Explain their choices. Share their understandings or use their bracelets as a prayer aid during devotion time. SONG SEARCH. Use a variety of different songs eg. Amazing Grace (Chris Tomlin), Amazing Love (And I’m forgiven), ‘God So Love the World’, ‘How Great is our God’ (Shackles (Go FIsh), Happy Day (Time Hughes), So You Would Come (Hillsong). Choose one of these songs to look into the lyrics. **What does it tell us about people?** and **What does it tell us about God**? From these songs, create a display titled ‘God’s love is...’ Compare this to the class book made early in the unit. Could also consider in discussions ‘God’s love isn’t...DEVOTION SERIES (run throughout the unit) Watch/read a variety of bible stories about rescue. Some examples are‘Joseph and his brothers’ ‘Daniel in the lion’s den, ‘Moses and the exodus’, ‘Zacchaeus’, ‘Paul in Prison’, ‘Fiery furnace’, ‘Noah’, ‘Jonah’, ‘Jesus calms the storm’. A different story could be read/watched as part of a devotion series. Part of the devotion could involve a brief discussion about ‘**What does it tell us about people?**’ and ‘**What does it tell us about God?**’. These could be displayed and added to throughout the series.Reflect on the devotion series. Choose a specific story and explain what it told them about people and what it told them about God. Use a proforma of a human cut out with a heart stapled over the top. Record the ‘people’ **Bible Verses**Isaiah 53: 5 But be was wounded and bruised for our sins. He was beaten that we might have peace. He was lashed and we were healed. John 3:!6 For God so loved the world that He gave His one and only Son so that whoever believes in him shall not perish but have eternal life. Romans 5:8 But God shows his love for us in that while we were still sinners, Christ died for us1John 4:7-10 This is how God showed his love for us. God sent his only Son into the world so that we might live by him...He loved us and sent his Son as a sacrifice to clear away our sins and the damage they have done to our relationship with God. 2Corinthians 5:21 For our sake he made him to be sin who knew no sin, so that in him we might become the righteousness of God. Ephesians 2:4-5 But God is so rich in mercy; he loved us so much that even though we we are sinful, he gave us life. God’s grace has saved us. Jeremiah 31:3 I have loved you my people with an everlasting love. With unfailing love, I have drawn you to myself.elements on the human and the ‘God’ elements on the heart.  | IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")Assessment as, for, of**Formative Assessment****Retell and explain stories of God’s love from the bible**Participation in devotion Ability to retell different stories, identify the failings, consequences and how God showed his love. **Explains the cause and effect of human brokenness.** Devotion series reflection on ‘What does it tell us about people’Song search ‘What does it tell us about people’ **Explains how and why God rescues us**Explains how God showed love in their chosen bible story after the devotion series. Identify how God shows love for them and why through the song search.  |
| EVALUATION OF UNIT |