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| UNIT TITLE/TOPIC | BAND **B**YEAR GROUP **Year 3-5** | DURATION OF UNIT **1 term**TIME ALLOCATION **1-2 x 45min – 1hr lessons per week** |
| **CB** | **CC** | **CL** | **CW** | KEY IDEA(S) **A Christian worldview is shaped by the biblical teaching of sin and grace.**  | LEARNING STATEMENT **Students investigate and summarise what the Bible says about sin and grace.** |
| UNIT OVERVIEW (PERSONAL SCOPE STATEMENT) **Throughout this unit the students will develop a deep understanding of the origin of sin and the consequences and impact of sin for life and eternity. Students will examine the four main effects of sin: broken relationship with God, broken relationship with ourselves (inner turmoil), broken relationship with others, broken relationship with the environment. Students will examine biblical texts to explore God’s unconditional love and forgiveness of sins and His continual longing to reconcile the relationship with His children. Students investigate his ultimate act of love and sacrifice through sending his Son Jesus to save all His children from sin and death. Students will use this understanding to develop an awareness of how this knowledge, faith and belief impacts Christian’s view of the world and their actions.**  | LINKS TO OTHER CURRICULUM AREAS* **English (Reading, Listening & Speaking)**
* **Visual Arts**
* **Technology**
* **Maths (Sorting and Classifying)**

GENERAL CAPABILITIES:* **Literacy**
* **Critical and Creative Thinking**
* **Personal and Social Capability**
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| DEEP UNDERSTANDING/S**Students understand the gravity and impact of sin and depth of God’s love and grace.**  | ESSENTIAL QUESTION**- How can we see the effects of original sin in this bible story? In situations or current events today?****- What are the consequences/impacts of sin in this story?****- Where is God’s grace in this story?**  | ASSESSMENT (AS, OF, FOR)**Students will create their own analogy, demonstrating their understanding of the gravity and impact of sin and the depth of God’s love and grace. The students can choose to present and explain this analogy in a variety of ways. These could include:*** **Visual representation – model or artwork**
* **Written explanation**
* **A dramatic demonstration**
* **An oral presentation**
* **A comic strip**
* **iMovie**
* **Keynote presentation**
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| LEARNER PROFILE(S)**This unit is designed for students from a range of backgrounds (some may have no knowledge of God, others who have had extensive exposure and have been brought up in Christian homes and students that fall anywhere in between). The lessons are designed to cater for a range of learning** **needs and styles so the content is accessible for all students.** **From the prior knowledge task, teachers will gain an understanding of the students’ level of awareness and understanding of sin and grace.** **Based on the needs of the students and the class, more time and depth may need to be spent on a certain concepts to ensure that the students are achieving the learning statement and the developing deep the understanding.**  | STUDENT QUESTIONS**Throughout the unit, give time and space for student questions and ponderings. Do not feel that you need to always have all the knowledge and answers. Use the teacher questions to prompt them to delve deeper and ask other questions as a result.** **If needs be, the lessons can be flexible to allow the students time to explore their ponderings and questions. You may want to have an area where they can record down some of their questions as they arise.**  | RESOURCES /LINKS TO LIFE* **Magazines, newspapers, images of current events**
* **Local school community, parents, pastors (for interviewing)**
* **The Bible (see learning activities for specific texts)**
* **Artist from the school community**
* **A Moving Example of God's Grace** [**http://www.biblehelp.org/grace.htm**](http://www.biblehelp.org/grace.htm)
* **The Jar Experiment (included in the planner)**
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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 ….) |
| IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations") | SEQUENCE OF LEARNING OPPORTUNITIESDifferentiation/links to Lifelong Qualities for Learners**Lesson 1: PROVOCATION:**Invite a local artist to the class (it could be a parent from your school) to bring in a masterpiece that they have created. Ask them to have a long chat/discussion about the time it took to create the painting, the meaning behind it, the techniques used etc. They could even provide photos of the process etc. Invite the students to ask questions and give comments. The artist will explain that the students can keep it in the classroom for the term. Once the artist has left invite another teacher/pastor/adult, at the end of the talk (possibly once they have left) who will rip it up – tear it up. They may say this is not good, not right for the room and we don’t need it in the classroom.Have a discussion about children’s reactions to this – how did they feel? Why were they upset? How would they feel if it was their painting that got damaged?The challenge could then be to try to restore it to its original state. How can we fix/restore this so we can return it to the artist in its original state? Maybe have an ongoing competition or ‘strive’ to do this.Keep referring back to this image as students try to restore it, commenting on the fact that it is not fully or properly restored – there are flaws in the repair?**Lesson 2: Watch/read Genesis 1 & 2 to get an understanding of the 6 days of creation and also the creation of Adam and Eve.** This will help the students to develop an understanding and a picture of creation in its original state and how God intended it to be. In response, the students will examine the creation story and respond to it describing in words/pictures/images in its original form. The students, in expert groups, will look at the creation story under the following four headings:* Adam and Eve’s relationship with God
* Adam and Eve’s relationship with each other
* Adam and Eve’s relationship with the environment
* Adam and Eve’s feelings about themselves (*higher ability group)*

One person from each group will share their discoveries so that each student will have a picture of Adam and Eve’s original relationships. This is where the teacher may add in extra information where needed to guide students’ thinking and enrich their understanding.*This will intentionally link into the next chapter of Genesis, where the students investigate original sin and its consequences and impacts regarding the four relationship breakdowns (see CSCF Theological Notes p. 13 for elaborations on these four effects of sin)*.* **Lesson 3: Read Genesis 3.** Read it through twice – first time, get the students to close their eyes and picture the changes under the original heading. Then as you read it the second time, get them to record the changes on their sheet. \*
* **Lesson 4: Investigation of sin in the world.** Students use a range of resources – interview people, look in newspapers, find words, look in books, their local environment etc to find examples of these breakdown of relationships in our world today.
* Breakdown of relationship with God
* Breakdown of relationship with each other
* Breakdown of relationship with the environment
* Breakdown of relationship with ourselves

They will do this in mini expert groups and will be responsible to present these visual finding on the wall as a display.How can we see the effects of original sin in these situations or current events today?*The whole class can continue to build on this collage/wall display throughout the unit.***Lesson 5: Prior knowledge:** Students will work individually to complete the following task. They will refer to the group display and in conjunction to this list some of the bad things that they have seen, experienced or are aware of in the world (sins). This could include people hurting others, stealing or saying mean words. The students will collate their list and would be asked to place it on a continuum (which will be on their sheet) of worst sin to minor sin. The students will then be asked to explain/justify their decisions of why they placed the sin where they did.* Possible pondering - decide on what point of the continuum which sin is forgivable and which sin is not. Explain the reason for their decision.

We feel that this is important to place this prior knowledge task at this point, because we believe that the students need the ‘front loading’ of the origin of sin before they can fully and accurately demonstrate their knowledge of sin and specifically grace and its role. **Analogies run during devotions:** Throughout this unit, there is a lot to cover, so ideas and essential learning’s can be linked in with devotions. These can be as long as 10-15mins.These following analogies will help the students get an understanding of sin – falling short of the mark, and the need for God’s grace. High jump: You will need to set up a high jump and set the bar at different levels of difficulty and get the students to jump it. They will feel great and good at what they have done. Then set it up at the world record holder – (currently Javier Sotomayor form Cuba who jumped 2.45m in 1993). Then set it higher again (higher than this, well beyond what they achieve). Long jump: Have a competition to see who can jump the furthest. At the conclusion of the competition ask the class who the winner is (they will all say the furthest). Then explain that they were actually jumping from one side of a mud/manure pit to the other (a distance further than anyone has jumped). Then ask who is the winner. Farmer in the paddock: A farmer is in a paddock full of stones on the surface. He removes them before he sows his field, only to discover bigger ones under the surface. These take more effort only to discover bigger ones still. After a sequence of bigger and bigger stones requiring greater and greater effort the farmer is satisfied that he is finally ready – only to discover impenetrable bedrock the entire length and breadth of the paddock.Maths Test: Get students to imagine that they are really bad at maths. But they work really, really hard and do lots of extra practice before a test. In the end they receive 99% for the test which they are really proud of. But then they notice that the teacher put a big ‘F’ on their paper. They still failed.*At the end, explain because of sin, we can never quite meet the mark because of original sin. We need some super help to get us there, because it is impossible on our own.* **Lesson 6: Tying the analogies together**All of these analogies teach us that no matter how hard we try, we can never meet the mark. Relate back to the challenge to fix the piece of artwork and the failing to do so completely. **Lesson 7: Story ‘A Moving Example of God’s Grace’.**Principal and rebel student – connection to Jesus. The principal takes the punishment that the student deserved. Look at the different roles (character analysis)**Written Refection:*** How do you think the student felt before/during/after this experience?
* Why do you think the principal took the punishment that the child deserved?
* Do you think it was fair? Explain your answer.
* Do you think the child’s behaviour will change in the future? Why/why not?
* Do you think the child’s attitude will change in the future? Why/why not?
* Does this remind you of a story in the Bible where someone took the blame for something that they didn’t do? Can you explain this?

**Lesson 8: Jesus death (7 places)** This lesson will link in with the last lesson – hopefully the children will make the connection of the principal in that story and Jesus. Get the children to share their connections and understandings of this.Present to them the places the Jesus bled on the cross to cleanse them of their sins. *Pin these statements onto the part of the cross it refers to an outline of Jesus.* *If there is time, the students can come up with situations of experiences that connect with this, so they understand that Jesus’ death and resurrection covers and forgives them of everything. This discussion could open up to some bigger issues in life.* 1. In the Garden of Gesthemane, Jesus knew the suffering that He would have to go through on the cross and He cried out to God the Father. Even though he knew the pain He was going to go through, He did it anyway. This gives people the **will** to do the things that are best for them and others, even though it is painful.
2. Blood flowed from His **head**: Cleanses people from the bad thoughts they have about themselves and others.
3. Jesus bled from the **face,** which helps people face up to things they don’t want to face up to.
4. Jesus was beaten on the **back** - forgives/cleanses people for the times they have turned their backs away from him or others who may have needed help.
5. Jesus **hands** were pierced and that cleanses people for the things that they have handled and done that they shouldn’t have.
6. Jesus was pierced in the **side** to cleanse people of the nasty and bad feelings that they have inside – bitterness, anger.
7. Jesus bled from the **feet** to cleanse people of places they’ve walked – decisions they’ve made that they shouldn’t have.

**Follow up devotion: Jesus’ resurrection and life after**: Jar exampleYou can very easily show children how salvation works with a large clear jar, or other clear glass container, a bottle of food coloring, and chlorine bleach. Start by having a clear glass container about 1/2 full of water, talk about that being them when they are born, they have a clean slate, but the Bible says that ALL have sinned so describe a few different sins and for each one put a drop of food coloring (blue works great) after 5 or 6 sins (drops of coloring) you talk about how now the water isn’t clean anymore, and how are we going to get it clean again, then you talk to them about the plan of salvation, tell them about asking Jesus into their hearts and then to show what happens pour about 1cup of bleach (strait) into the water, in a few minutes the water will turn clear and you can also add more colouring to the water with bleach in it and it will be clear, because Jesus died for all of our sins, talk about confession and telling others and you have gone through the whole plan. Tip for an added effect, right after you pour the bleach in, pray then when the children open their eyes the water will be clear!*Refer back to the damaged picture and say that human effort couldn’t put it back together. Just like the picture needed a ‘saviour’, so do we in our lives and that is Jesus.* **Lesson 9a: Jesus’ love and grace as he walked the earth** Run a lesson or two exploring the way that Jesus shows grace within the sinful situations of life. Each group reads/views the story and then records the answers to the questions (either individually, in partners, or in a small group):Whole class model first * How can we see the effects of sin in this story? (Relate back to the four areas of broken relationships).
* What are the consequences/affect of sin?
* How does Jesus demonstrate his desire to restore relationships within this story?

**Possible stories**- Jesus cried when Lazerus died John 11:1-43 (Jesus wept – John 11:35)- Jesus healed the Blind Man (Mark 8:22-25)- Jesus forgave Peter (Matthew 26 – 69-75 and John 21:15-19)- Jesus Calms the Storm (Mark 4:35-41)- Zacchaeus the tax collector (Luke 19:1-10)*Invite students to brainstorm and investigate other NT Bible stories with Jesus in them.***Lessons 9b:** Students can share their responses of the reflection questions to the class (this ideally would be done in Padlet) so the students get a big overview of Jesus’ love and grace in the stories and the many forms that it takes. The teacher could pose a question to say. ‘This is lovely to see Jesus working in these stories, but where is He today?’ ‘Is He still here?’ ‘If so, how do we know?’*If the students do not come to realisation of the Holy Spirit, here are a few verses to guide you:**John 14:26**But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you.* [*Hebrews 13:5*](https://www.biblegateway.com/passage/?search=Hebrews+13:5&version=NIV)*Keep your lives free from the love of money and be content with what you have, because God has said,* ***“Never will I leave you; never will I forsake you.”***[*Acts 1:8*](https://www.biblegateway.com/passage/?search=Acts+1:8&version=NIV)*But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”*Say that God is still working through all of these bad things in the world. Have a look at the board – there are lots of bad things that are happening and have happened. Investigate one and see how you can see God’s love and grace working in that situation.*Eg. When I have felt lonely, discouraged and upset, God has given me a beautiful sunset. Although I still felt a bit sad, it gave me something beautiful to focus on.* *When I was separated from my best friend – s/he was put in a different class I felt lonely, discouraged and disappointed. As a result I made a few more lovely friends as well as had my best friend. I have got lots of good friends that I would maybe not have had if I stayed in the same class as him/her.* Refer back to the main display and get the students to pick one ‘sin’ situation/word and get them to discover/infer where they think God’s grace is being shown (or could be shown) in these situations. * This could be done through a mini investigation (higher end students) of an event and actually find out some good that came from that situation – maybe a current event.
* Middle to lower end students could investigate a school level situation and find out God’s grace and love working in that situation.

*Possible sharing options – students can record this visually on the pin-up board. By doing this, students can see God’s grace, hope and love in a seemingly ‘sinful’ or ‘unhopeful’ world.* * **Reflection questions** – could be done as a discussion, then an individual record (written or verbal).
* What does this tell us about who God is? (character)
* What were the main points that you learnt throughout the unit?
* What is the meaning of all of this?
* What does mean for our lives?
* How has your thinking changed throughout the unit? – this could be done in EdModo so the students can share their thoughts and understanding.

By themselves – how can you share your knowledge and you’re your understanding of the gravity of sin and the depth of God’s love and grace?Introduce assessment task. If this is too advance, ask them to describe sin and then God’s love and grace. This could be done as a mind-map, drawing or a written description. This may give them a reference point towards where they may go in their summative assessment. **Lesson 10: Introduce the assessment task:** Students will create their own analogy, demonstrating their understanding of the gravity and impact of sin and the depth of God’s love and grace. The students can choose to present and explain this analogy in a variety of ways. These could include:* Visual representation – model or artwork
* Written explanation
* A dramatic demonstration
* An oral presentation
* A comic strip
* iMovie
* Keynote presentation

**Guiding questions:** *Either give these questions to the students or else use them throughout the process to guide them as they are creating their analogy. These questions could also be displayed in the classroom.** How can I best show the main ideas about sin and grace through this analogy?
* Use the senses to help your students explore what sin and grace looks like, feels like (emotion), tastes like, smells like, sounds like?
* What does your analogy reveal about God’s love and grace?
* How/when can we use this in our everyday life?
 | IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")Assessment as, for, of**It could be helpful to record some of the conversations, discussions and questions that emerge via voice recorder or videos.****Formative Assessment:** It is really important to assess students understanding throughout the unit, especially with regards to key points and concepts that have been explored. If the students have not grasped the concept to sound standard ie, what sin is and the forms it takes, it would not be ideal to move to the next learning experience. Further investigations and learning experiences will need to be provided to ensure that connections are being made. Next to the learning activities we will provide an \* and suggested ways to assess this learning. \* Observation of work sample. If the understanding is very brief, this will indication that more time needs to be spend on looking at sin in the world under those four headings. Explicit teaching and modeling at the next stage may help to achieve this.\* Anectodoatal notes, observations and conversations. \* Observation of work sample. We are looking at their understanding of sin – whether they think that there is a hierarchical order to sin, or a level of forgivable sin, or else if sin is seen as sin – broken relationship with God.**It will be useful to revisit this throughout the unit and ask, ‘Are there any changes that you would like to make to your continuum?’ ‘Are still happy with this? If so, why? If not, why?**\* Observations and conversations. \* This is really important gain an insight into the student’s thinking and understanding at this point. You should also be looking for their feelings towards the child and whether or not their feel that their behaviour or attitude will change as a response to the attitude and grace act. \* Work samples: We are looking for the students’ ability to discover the effects of sin in the story and the connections to the 4 areas of broken relationships and how they see Jesus’ redeeming and restoring nature. \* We are looking for whether the students can transfer the knowledge and understanding that they have gained throughout the Bible stories to real life situations today. This is requiring higher order thinking and inferring, however is important for them to grasp so they can see the relevance of this in our world today. \* This may be helpful to voice record, or record on EdModo so other students can hear the students’ ideas. \* As a class, generate your own rubric/assessment tool. It is a great idea for students to be involved in generating the criteria, so they are aware of the expectation of the task.- You could choose to do either/and/or peer, self and teacher assessment.- Peer or student assessment could include written reflection using 2 stars and a wish (2 things that they liked or were impressed with and one thing that they could work on).  |
| EVALUATION OF UNIT |