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| **UNIT TITLE/TOPIC:** God’s unconditional love | | | | **BAND**  **YEAR GROUP:** Beginning | | | **DURATION OF UNIT:** 10 weeks  **TIME 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**  **CB 1.3** Children demonstrate an awareness of the Christian belief that God creates people and loves them unconditionally | |
| **UNIT OVERVIEW (PERSONAL SCOPE STATEMENT)**  Students will develop the following understandings by participating in this unit:   * God is a God of love * We are all created by God * Nothing we can do, good or bad, can alter God’s love for all people, always | | | | | | | **LEARNER PROFILE attributes that will be developed through this unit:**  Caring – through seeing that God cares for them and caring for others  Communicators – through the reflections on the stories in the unit and the learning experiences that ask them to communicate their ideas  Open- minded – that there are similarities and differences with all people, however God created everyone and loves all people, always. | |
| **ENDURING UNDERSTANDING**  God creates and loves all people unconditionally. | | | | | **SUMMATIVE ASSESSMENT (Opportunities for showing understanding of enduring understanding)**  At the end of the unit we want students to be able to show that God creates all people and loves everyone, always.  Students communicate their understanding of who God loves through expressive arts. (Possible ways include: painting, collage, drawing, sculpture, storyteling, ebook). They reflect on their understanding, which may need to be attached to their work.  Interpret a story that shows God’s love for people. Give students a choice about how they would like to present this information. Ask students to explain what this story helps them to understand about God and record this reflection. | | **DEEP UNDERSTANDINGS**  The deep understandings that will be developed through this unit are:   * God loves people despite their wrongdoings * God made people different from the rest of creation, with the ability to make choices * People have the capacity for doing good and making mistakes   **TEACHER/EDUCATOR QUESTIONS**   * What do you understand about God? * What does this tell us about God’s love? * How are we similar/different? Why have we been made like that? * How does this help us understand our world? | |
| **LINKS TO OTHER CURRICULUM AREAS**  **ELC/Kindy LINKS**  **Early Years Learning Framework for Australia: Belonging, Being and Becoming** (see below for outcomes)  **National Quality Standard (NQS)**   1. **Educational Program and Practice** 1:1:2, 1:2:3 2. **Physical Environment** 3.2   **5. Relationships with children** 5:1:2, 5:2, 5:2:1, 5:2:2, 5:3, 5:3:1, 5:3:2  **Junior Primary LINKS**  **Australian Curriculum**  **Health and Physical Education**  **Personal, Social and Community Health**   * Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPSO15)   **Communicating and interacting for health and wellbeing**   * Identify and practise emotional responses that account for own and others’ feelings (ACPPSO20)   **Contributing to healthy and active communities**   * Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected.   **General Capabilities**  **Personal and Social Capability**   * Identify a range of emotions and describe situations that may evoke these emotions * Identify their abilities, talents and interests as learners | | | | | **ROLE OF EDUCATOR**  Read Psalm 139 in preparation for teaching and thinking the unit.  Establish a way of recording student questions throughout the unit (Wonderwall, scrapbook). Ensure that this occurs throughout the unit.  **Prior Knowledge:** Present a talking tub (search Wendy Lee floorbooks for more information), which involves having a beautiful box with artefacts that demonstrate love (I.E. love heart cushion, small doll holding another doll, picture of a child holding something they love etc.). Use a mind map to record the students prior understanding about what love is.  **Provocation: Loved but not perfect** Ask students to bring in their favourite soft toy. Share them as a group. Get educator to bring in a less than perfect soft toy also. Share the understanding that even though the soft toys may not be perfect anymore, we still love them. Photograph students with their soft toy and reflect on what it means to them. | | **SUGGESTED RESOURCES**  **Biblical References**  Psalm 139 – could be used as a devotional resource  Jonah and the Whale  Parables of the Lost Son, Lost Coin and Prodigal Son  Jesus Healing Stories  Use various Bibles, story books and other resources to explore these  **Other Books**  When Sophie Gets Angry  Miss Lily’s Fabulous Feather Boa  Our House  Rose meets Mr Wintergarden  Martha doesn’t say sorry  Koala Lou  Giraffe’s can’t dance  Guess how much I love you?  You Are Special By Max Lucado  The Dot  Tiddalick the Frog  The Great Big Animal Ask  **Other Resources**  Feelings Cards  **Songs**  Unconditionally By Chris Jaensch | |
| **SEQUENCE OF LEARNING EXPERIENCES**  **Context of learning**  This unit has been written in sequence, with the intention that educators will choose the learning experiences that will be best suited to their context. It is important to ensure there is a balance between the use of biblical texts and play based, open-ended inquiry based learning experiences, as this will enrich the students’ learning further.  ***God made people different from the rest of creation, with the ability to make choices***  Get students to go to a space outside and take photographs of God’s creation. Share back and collate the information. Share the creation story in a way that is different to how they may have heard it before I.E. visit nature spaces, use the resources of a Godly play presenter, video clips, story from picture Bibles etc. Add any other aspects of creation that were missed, with the focus about God’s creation of people.  (1: identify, 3: wellbeing)  Provide books video clips, images, play props and people resources depicting people who look, live, play and eat differently to us. Ask students the teacher questions of what does this tell them about the world? What does this tell us about God? Use questioning techniques and observations to move children to an understanding that God created all people.  (2: connected with and contributes to their world)  Introduce a Wondering Wall to the students, having a place to record questions that they may have about why God made people the way they are and also about what God’s love is like.  (4: confident and involved learners, 5: communication)  Provide a range of materials/images (I.E. teddy bears, doll house dolls, toys, figurines, pictures from magazines etc) that can be sorted and classified in a range of ways to show that people are all different. This could be displayed on a play table over time.  (5: communication)  Photo tree – children bring in an image of themselves. They share this image with the class, describing their attributes and display this in the classroom on a photo tree. This could become part of a Class/ELC garden with individual photographs of each child, helping to see the value of them as an individual but also as a part of a community.  (1: identity, 5:communication)  Through participation in expressive activities (such as using clay, playdoh, dramatic play, pallet paints, puppetry, charcoal and construction materials) explore the concept of how they are the same and different from other students. Provide mirrors to assist with this.  (2: connected with and contributes to their world, 4: confident and involved learners)  View/read *You Are Special board book* by Max Lucado (with reduced text) and unpack with the students how God sees everyone as special. Make a scarecrow with the students, and discuss that it is the brain that God has given us that makes all humans special and gives us the capacity to make choices.  Share the Bible story Jonah and the Whale and ask students to identify what this story tells them about us as humans and what it tells us about God and his love.  (3: wellbeing)  Use the picture book *Our House* to identify the emotions that the main character had. Discuss how God has given human beings the ability to feel and make choices. Use feelings cards to unpack the different range of emotions and ask children to give examples of times they have felt that way.  (3: wellbeing, 5:communication)  Provide opportunities such as relaxation, sensory play, music, yoga to encourage students to experience different emotions and identify that different stimuli encourages different responses from different things and God has created us that way.  (3: wellbeing)  Read *Whoever You are* by Mem Fox and consider that God loves all people, everywhere  ***God loves people despite their wrongdoings***  ***People have the capacity for doing good and making mistakes***  Read *Guess How much I love you***.** Create a display of words and images that show love.  Using the parables of the Lost Sheep and the Lost Coin, ask students to reflect on the question: What does this story tell us about God and His love? Use different examples of the text and allow students the time to reflect on their growing understanding. This could be done through play tables (with the main component of the parables set up in an interesting way), felt boards, expressive art mediums, role play, simple interviews and using the iPads. This could be displayed on a play table over time.  (5: communication)  Other suggested Biblical references that can used in devotional time: The Good Samaritan, Jesus Healing stories  Read picture books (Miss Lily’s Fabulous Feather Boa, Koala Lou, Martha Doesn’t Say Sorry) and unpack that everyone makes mistakes or doesn’t quite do things perfectly and no matter what they are forgiven and loved. Make connections back to their life when have they made mistakes and that God loves them unconditionally and forgives them. Role-play what students can do when they make a mistake.  (2: connected with and contributes to their world)  Read the prodigal son. Provide a story box or some mud play (I.E. have some pigs in the mud and have some washing up equipment and share how this represents what God does for us when we make mistakes), allowing students to explore that we all make mistakes and God forgives us each day and always.  (2: connected with and contributes to their world)  An interview with various guest speakers (pastor, principals, another teacher, parent, older student), elderly person. Develop questions about hpw the guest speakers know God loves them despite their choices. Record responses and reflect with students about what this tells them about God.  (2: connected with and contributes to their world) | | | | | | **QUESTIONING TECHNQIUES**  When sharing these stories the Educator’s role could be to listen, identify, question, challenge, make connections. However it is not to explain the message from the story. It may be beneficial to ask:   * Where do you see yourself in this story? * Can you see God in this story? How? * What do you learn about God’s love through this story?   **FORMATIVE ASSESSMENT**  Throughout the unit, teachers/educators will observe and make anecdotal notes/records/photographs/videos/learning stories as formative assessment. It is important that educators are involved in the learning experiences with the students.  The following may be helpful in assisting with assessing formatively:  As educators work and play alongside the children they could ask themselves:   * What’s happening? * What seems important about this? * Am I discovering something new that the child knows about the enduring understandings or the deep understandings? * Where can we move the children to next?   (Gowrie Australia 2010)  An example of a formative task is having the children participate in expressive activities to explore the concept of how they are the same/different from others and that God created all people. This opportunity will enable children to show if they have an understanding of this concept and is an opportunity for the above questions to be applied. | |
| EVALUATION OF UNIT | | | | | | | |