



Disclaimer:

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Uniting Church in Australia
SYNOD OF VICTORIA AND TASMANIA

Come and See

Religious and Values Education
Early Years 3 & 4



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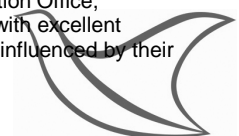


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A message from the Moderator

Uniting Church schools are an important part of the mission and ministry of the church.

It is within the school now more than ever that our young and their families are likely to hear and experience the Christian message in all its richness.



The production of ***Come and See 3 & 4*** is a significant contribution for Religious and Values Education in Uniting Church schools. This reprint has been written to be used by lay teachers and it is encouraging that this subject, taught well and supported by sound and interesting curriculum materials, is truly worthy of a place on the timetable at every level.

One strength among many of this document is the acknowledgement that it speaks from a Christian perspective but constantly reminds us that this is one pathway among many authentic pathways to God in our multi faith society. There is opportunity to explore some of these pathways.

I wholeheartedly support and endorse this curriculum for use in schools and offer encouragement to all involved in Religious and Values Education, teachers, chaplains and leaders in schools. You all participate in a ministry of privilege and responsibility as you guide young people towards wholeness, challenged to turn to others and to contribute to a more just and equitable society.

Rev Jason Kioa
Moderator
Synod of Victoria and
Tasmania Uniting Church in
Australia



Introduction

Religious and Values Education to be meaningful for students in the third millennium seeks to bring the Gospel into dialogue with the concerns of our times and with the issues and concerns which students experience and are witness to in their lives. It makes use of the best of current research, theory and practice in education, to lead students to an appreciation of how to live a life which contributes to building a better world.

Living in a pluralist society calls for Religious and Values Education to have a broader approach than in the past. This raises questions at both theoretical and practical levels. The challenge of pluralism is to go beyond the horizons of our own faith and to be open to learn from the other. What assumptions should be made about the truth status of world religions taught in a multi-faith society? Religious educators face the challenge of respecting truth for students of other faiths while being true to the tradition from whence they spring.

While this curriculum attempts to meet this criteria it presents ways in which beliefs and practices of the Uniting Church may give direction for students and enliven them with a desire to engage positively with life and to contribute to building a better world.

The intention is that students will be drawn to new and deeper understandings about human life, (as modelled by Jesus). The curriculum offers learning experiences and activities directed at self discovery (knowing and valuing self) leading to a deepening understanding of their capacity for relationship with others and they will become ever more aware of the many ways they can contribute to care of the world. At every level P-12 one of the primary purposes is to call for a lived response from each student.

The document offers students access to the language, symbols and rituals of Christianity, but continually reminds teachers of the different pathways to God – other faiths, which all enshrine language, rituals and symbols in an equally authentic way. The richness of these different pathways is experienced as the classroom teacher continually revisits them and provides students with a variety of opportunities to learn about other religions.

As principals, school leaders, religious education teachers, chaplains and classroom teachers in Uniting Church schools, you exercise a very significant ministry. You will be supported in this process through the ongoing provision of professional development and enrichment programs and faith formation experiences, made available to schools by a number of providers:

eg: Education in Schools Unit, CFM. Synod of Victoria and Tasmania
Dialogue Australasia National – DAN which offer excellent support services for RE teachers www.dialogueaustralasia.org - for membership
Centre for Theology and Ministry, Melbourne
Australian Catholic University – National
Australian Association of Religious Educators (VARE in Victoria)
Victorian Centre of Christian Education (VCCE)
Melbourne College of Divinity (and providers in other states)

As religious educators you are one group among many who are forming young people through your teaching and by your genuine concern for the students in your care. Everyone involved in Religious and Values Education needs to be supported and encouraged. Together we participate in a ministry of privilege and responsibility. You are part of a life-giving tradition.



Come and See

Religious & Values Education

Rationale

The opening scene of the ministry of Jesus presents the call of the first disciples Jesus inquires of Andrew 'What do you seek?' Andrew asks "Where do you live?' Jesus replies '*Come and See*'. Andrew spends the rest of the day with Jesus and next morning he seeks out his brother Peter, announcing to him he has found the Messiah (*John 1:38-39*)

These encounters at the outset of the Gospel establish the themes of call and response, invitation and acceptance. Jesus takes the initiative, calls the disciples and they respond. The invitation to spend time with Jesus enables the disciples to listen, respond, learn and pray.

These units of work for primary school communities are an extension of the experience of Andrew.

The essence of this curriculum is to enable students to come and see signs of God's presence – in our world, our community, and in the ordinariness of our daily lives.

The curriculum is invitational – come with me on this exciting journey of discovery about myself, others, the world, and God.

The units are specifically oriented toward eliciting a life response from students. They are encouraged to listen, respond, learn, pray and share life with each other and with God.

Victorian Essential Learning Standards

The three interwoven purposes of the Victorian Essential Learning Standards (VELS) are '*to equip students with capacities to manage themselves and their relations with others, understand the world and act effectively in that world*' (Victorian Essential Learning Standards: Overview, page 6, Victorian Curriculum and Assessment Authority, March 2005).

The units in **Come and See** have been developed around four concepts:

- Understanding Myself
- Understanding Other People
- Understanding the World
- Understanding the Faith Community

to enable students' to develop understandings about and relationships with themselves (knowing & valuing self), other people, the world and their own community.

The interwoven purposes of Victorian Essential Learning Standards are deeply embedded in the fabric of this curriculum.

The Richness of Our Multi-Faith Classroom and of our Society

One of the many tasks of Religious and values education is to develop a relationship with God. It is within that relationship we learn a language with which to communicate.

Just as we are born into the language of our family, our culture, so we learn the language of our tradition – for Uniting Church schools, Christianity. A Muslim student will learn the language of Islam, a Jewish student, the language of Judaism. Each tradition and language offers an authentic way to God.

While this curriculum attempts to address these issues it does not claim to offer 'all the answers'. This will only be developed over time and with wisdom, experience and wide consultation.



The curriculum speaks from a Christian standpoint, yet teaches students and their families about the richness of our multi-faith society and encourages teachers to offer many opportunities for students to engage in learning about other faiths. Personal faith experience is at the core of all religions. The more we understand the experience of another the less misunderstanding is likely to occur.

A dimension which also requires consideration is the position of the student who claims no faith. Parents have sought entrance to a Christian school. Is it reasonable to expect that the student will engage in the curriculum of the school? Class teachers ought to always respect the faith position (or lack of) of all students. Does the school have a policy here?

This curriculum is to be seen as a living document – growing and changing as units of work are added, replaced or further developed. It will have application in a variety of settings, as a stand-alone program or within fields of enquiry. Schools which have introduced International Baccalaureate and primary years Program (PYP) will find the document offers many points of entry. Ongoing consultation will further develop this as units of work are rewritten.



Resources

Some suggestions for enrichment/support of Religious and Values Education work

Dialogue Australasia Network An excellent resource service for all areas of Religious and Values Education For membership enquiries: www.dialogueaustralasia.org

World Religions

Teacher Reference:

Interdisciplinary Units. World Religions. ISBN 1 – 86401 – 758 – 9 Hawker Brownlow Education.

A Lion Handbook The World's Religions, Lion publishing ISBN 10 9 8 7 65
Spectators Guide to World Religions - an introduction to the big five. John Dickson, Blue Bottle Books ISBN 1- 920935 - 42 -8

Life Times – 4 book series Rites of passage of 6 major World Religions Publisher Evans Bros. London www.evansbooks.co.uk

The Usborne Internet Linked Encyclopedias of World Religions
www.usborne-quicklinks.com
ISBN 07460- 4714 - 2

Imaging the Sacred, Soundings in World Religions Vernon Ruland ISBN 1 – 57075 – 209 – 5
Orbis Books

Website: www.caritas.org.au

Student Reference:

Website: www.reonline.org.uk An excellent resource – some interactive sites Primary, Middle and Senior sections Links to other worthwhile sites

Living Religions: Christianity ISBN 0 431 49860 0 Islam ISBN 0 431 14987 9 Judaism ISBN 0 431 14988 7 Hinduism ISBN 0 431 14989 5 Sikhism ISBN 0 431 14990 9 Buddhism ISBN 0 431 14999

For Younger Students:

Festivals My Hanukkah ISBN 0 431 186 308

My Divali My Id-ul-Fitr My Rosh Hashanah Publisher Heinemann www.heinemann.co.uk/library

Celebrations Divali ISBN 1 884 21521 0 Hanukkah Publisher Raintree
www.raintreepublishers.co.uk

Start up Religion Series, Ruth Nolan Publisher Evans Brothers, London www.evansbooks.co.uk

Your school librarian will be your greatest resource. There are many other World Religions books available. It is recommended that you visit some of the listed websites

Christian Resources

What About God? – Rev Prof Bill Loader
http://www.tpc.org/library/article.cfm?library_id=137

The Uniting Church in Australia UCA Justice Website:
<http://nsw.uca.org.au/schoolprojects/index.htm>

Seasonal resources, music resources and list of storybooks



Pancake Day website www.pancakeday.com.au

Unichurch Books unichurch@victas.uca.org.au Storybooks & music especially for Christmas, Lent, Easter, Advent & other Christian celebrations

Ozspirit An electronic gateway to the promotion of justice, spirituality and global education presenting a fortnightly e-magazine. An excellent resource for teachers. Produced by Caritas Australia - a Catholic Church social justice agency
www.caritas.org.au

Enhance Multi media Bible resources www.digistry.org

Environmental Issues

<http://www.greenhouse.gov.au>

<http://www.kidsforsavingearth.org>

<http://nat.uca.org.au/home/>

type in "environment" in search- go to - Energy and the Environment Kid's Call to Action Booklet
Cherishing Creation Centre for Ecology and Spirituality 183 Burns Rd Glenburn. For schools groups

Telephone: 5780 5600

Indigenous Education

Narana Creations An Australian Aboriginal Cultural and Educational enterprise of the Uniting Church
410 Torquay Rd Grovedale www.narana.com.au
3216

www.dreamtime.net.au

www.koorimail.com links to many other websites

National Uniting Aboriginal and Islander Christian Congress

<http://nat.uca.org.au/uaicc/resources>

National Aboriginal and Torres Strait Islander Ecumenical Commission (NATSIEC) Part of the National Council of Churches in Australia (NCCA)

www.ncca.org.au/natsiec

Ozspirit Excellent teachers resources & lesson ideas

www.caritas.org.au

Yarra Healing Gives voice to local Indigenous people and to the growth of the Reconciliation movement across the nation

www.yarrahealing.melb.catholic.edu.au

Reconciliation Australia www.reconciliation.org.au

Lore of the Land www.loreoftheland.com.au

Human Rights and Equal Opportunity Commission www.hreoc.gov.au

These resources all available at: Pauline Books & Media, 7 Denmark Hill Rd East Hawthorn Ph. 03 9 882 3424

Unichurch Books and Resources, 130 Little Collins St Melbourne Ph. 03 9251 5291

Songs for use with Cycles 3 Part 1 The Council for Christian Education in Schools 3rd Floor 377 Little Lonsdale Street, Melbourne Ph. 03 9602 1993



There are many other resources available. Time would be well spent visiting a book store offering a range of such resources.

eg. in Melbourne: Unichurch Books and Resources 130 Little Collins St, Melbourne
Ph. 03 9251 5291

Music Resources

Hi God Gesture Book Cary Landry, Carol Jean Kinghorn

25 Bible Action Songs. Brian Green Castlebury Productions, Franklin TN

Hi God 5. Cary Landry, Carol Jean Kinghorn

Let's Celebrate Too! John Burland Ovation Music Services, 1999

All the World is Sacred. Songs for Children Peter Kearney

God Delights In You (**CD included here**) Book available Unichurch Bookshop

Pauline Books and Media 7 Denmark Hill Rd, East Hawthorn Ph. 039 8823424

Rainbow Books

303 Arthur St, Fairfield Vic 3078 Ph. 039 4816611

www.rainbowbooks.com.au

Scripture Union

828 Sydney Rd. Coburg North 3058 Ph 039 319 9100

www.suvic.org.au

Open Book 703 Station St, Box Hill Box Hill Vic

Also, mainstream providers of children's picture story books.

Picture Story Books to Accompany Units of Work for this level

1.1 Choices

'Rose Meets Mr Wintergarten'

Bob Graham (1992)

ISBN: 074459829X - Paperback

1.2 Disappointment/Resilience

'The Very Best of Friends'

Published by Margaret Wild (Illustrated by Julie Vivas, Margaret Hamilton Books, 1989)

ISBN: 1865048003

'Fortunately'

Remy Charlip (1993) Simon & Shuster, Aladdin Paperback

ISBN: 0689716605

1.3 Moods & Emotions

1.4 Being Alive

'Alexander and the Terrible, Horrible, No Good Very Bad Day'

Judith Viorst, illustrated by Ray Cruz (Paul Harrop 2004 & Aladdin 1987)

ISBN: 0207153175 – Paperback

DVD/Video/Picture storybook : *Shrek 1*



- 1.5 Trust**
'The Boy Who Cried Wolf'

'Fox'
Margaret Wild and Ron Brooks (2001 Allen & Unwin)
ISBN: 1864484659 – Hard Cover
- 2.1 My Family**
'An Angel for Solomon Singer'
Cynthia Rylant
Orchard Books, New York
ISBN: 0-531-07082-4
- 2.2 Love**
'Koala Lou'
Mem Fox
ISBN: 0-15-200076-3

Song and lyrics 'Circle of Life' from *'The Lion King'*
ISBN: 0721443028 – Paperback
- 2.3 Friends**
'Adventures of The Rainbow Fish'
Marcus Pfister (1992) North South Books, NY
(Video Available)
ISBN: 0735813558 – Hardcover
- 2.4 Belonging – Who's In, Who's Out**
'John Brown, Rose and the Midnight Cat'
Jenny Wagner
Puffin Books, (1977)
ISBN: 0140503064
- 2.5 Forgiveness**
'The Tunnel'
Anthony Browne (1989) Julia MacRae, London

'Miss Lily's Pink Feather Boa'
Margaret Wild & Kerry Argent (1998)
ISBN: 0143501658 – Paperback
- 2.6 Pancake Day – Helping Others**
'This is Our House'
Michael Rosen
Walker Books (1998)
ISBN: 0763628166 – Paperback
- 3.1 Nature – God's Creation**
'Stellaluna'
Janell Cannon (1993, Scholastic, NY)
ISBN: 0864611242 – Paperback
- 3.2 Justice and Peace**
- 3.3 Cycle of Life**
Video: Readers Digest *'Looking at Life Cycles, Patterns and Rhythms in Nature.'*

'Beginnings and Endings and Lifetimes In Between'
Bryan Mellonie Illustrated by Robert Ingpen
Penguin (2005)



4.1 Memories and Celebrations

'Wilfred Gordon McDonald Partridge'

Mem Fox

Omnibus Books

ISBN: 1862910642

4.2 Prayer

CD Monica Brown " God Delights In You" A compilation of Monica Browns best loved songs for children's faith education and spiritual development

Available. Pauline

4.3 Indigenous Dreamtime

'The Tjarany Roughtail Lizard Dreaming and Other Stories of the Kukatja'

Gracie Green, Joe Tramacchi, Lucille Gill

Magadala Books Aboriginal Corporation

Broome Western Australia (1992)

ISBN: 0958810141

4.4 Signs and Symbols

'Greetings from Sandy Beach'

Bob Graham

ISBN: 085091521X – Paperback

4.5 The Uniting Church in Australia

'Fox'

Margaret Wild and Ron Brooks (2001 Allen & Unwin)

ISBN: 1864484659 - Hardcover



MULTI FAITH CALENDAR 2009

Yearly variation of dates and greater detail available online. eg REonline.org.uk

January

1st Shinto: Shagatsu.
Guatan-sai
New Year

5th Sikhism: Birthday of Gobind Singh.
The tenth Sikh Guru who formed the Khalsa on Vaisakhi (Baisakhi).

6th Christian: Epiphany
The visit of the wise men

11th Buddhist: Mahayana New Year (3 days)

25th Christian: Conversion of St Paul
A feast celebrated during the [liturgical year](#) on [January 25](#), recounting the Conversion of [Saul of Tarsus](#), on the road to Damascus

26th Confucian/Daoist: Chinese New year

February

9th Jewish: Tu B'shvat
Marks the "New Year of the Trees"

15th Buddhist: Nirvana Day

24th Christian: Shrove Tuesday
Shrove means 'forgiveness' Pancake Day is held on this day

25th Christian: Ash Wednesday
Marks the first day of Lent and the forty days that lead up to Easter.

25th -8th April Christian: Lent
Time of fasting and discipline in preparation for Easter.

March

6th Christian: World Day of Prayer
Interdenominational Prayer Day

8th Orthodox Christian: Orthodox Sunday

10th Jewish: Purim
Commemorates the preservation of the community and Jewish history.

11th Hinduism: Holi/Spring Festival
Hindus celebrate the arrival of spring

17th Christian: St Patrick's Day
Is an annual [feast day](#) which celebrates [Saint Patrick](#)

29th Christian: Passion Sunday
5th Sunday in Lent when Christians concentrate on the suffering or passion of Jesus



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April

3rd Hindu: Ramanavami

Ram Navami is the celebration of the birthday of [Rama](#), a divine figure in [Hinduism](#).

5th Christian: Palm Sunday

First day of Holy Week when Christians remember Jesus' entry into Jerusalem followed by his arrest and Crucifixion.

9th Jewish: Passover/Pesach

Commemorates the exodus from slavery in Egypt. Lasts 8 days.

10th Christian: Good Friday

Commemorates the crucifixion of Christ

14th Sikh: Vaisakhi (Baisakhi)

Celebrates the founding of the Order of the Khalsa by the Guru Gobind Singh.

21st Yom Ha-Shoah

Remembers the six million Jews who were victims of the Nazi holocaust.

23^d Christian: St George's Day

Celebrates the martyrdom of the patron Saint of England.

May

9th Buddhist: Buddha Day (Visakha Puja – Vesak) encompasses the birth, enlightenment [Nirvana](#), and passing ([Parinirvana](#)) of [Gautama Buddha](#).

12th Jewish: Lag B'Omer

Jews observe the link between Pesach and Shavout.

21st Christian: Ascension Day

The 40th day after Easter when the disciples remember the last earthly appearance of Jesus.

29th May Jewish: Shavout/Pentecost

Celebrates the revelation of the Torah to Moses on Mount Sinai.

31st Christian: Pentecost

Also known as Whitsuntide is often thought of as the 'birthday' of the church. Christians remember the first proclaiming of the Gospel.

June

7th Christian: Trinity

11th Christian: Corpus Christi (Catholic) and Day of Thanksgiving (Anglican)

Celebrates the Eucharist and occurs 60 days after Easter.

16th Sikhism: Martyrdom of Guru Arjan

Celebrates the fifth Guru who made the first compilation of the Sikh Scriptures.

30th Buddhism: Asalha Puja

Celebrates the First Proclamation by Gautama.



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July

7th Buddhist: Asalha Puja Day

Festival which typically takes place in July, on the fifteenth day of the waxing moon of the eighth lunar month. It commemorates the Buddha's first sermon in the Deer Park in Benares and the founding of the Buddhist *sangha*. I

9th Baha'i: Martyrdom of the Bab

20th Islam: Lailat al Miraj

25th Christian: St James the Great Day

30th Jewish: Tisha B'Av

A day of mourning and reflection focusing on the destruction of the first and second temples in Jerusalem.

August

5th Hindu: Raksha Bandhan

Is a Hindu festival, which celebrates the relationship between brothers and sisters

6th Christian: The Transfiguration

Commemorates Jesus being transformed in the presence of three of his disciples.

14th Hindu: Krishna Janmashtami

22nd – 20th September Islam: Ramadan

A time where Muslims fast from dawn to Sunset.

25th Catholic: Assumption of Virgin Mary

September

8th Christian: Nativity of Mary

The Nativity (Birth) of Mary is celebrated as a liturgical feast

14th Christian: Elevation of the Life Giving Cross

17th Islam: Lailat al Kadr

19th-27th Hindu: Navaratri

[Festival](#) of worship and dance

28th Jewish: Yom Kippur (Day of Atonement)

The final day of the 10 days of repentance.



MULTI FAITH CALENDAR 2009

Yearly variation of dates and greater detail available online. eg REonline.org.uk

October

3rd-9th Jewish: Sokkot

11th Jewish: Simchat Torah

Celebrates the annual cycle of the reading of the Torah.

17th Hindu: Diwali (Deepavali)

"Festival of Light," where the lights or lamps signify victory of good over the evil within every human being.

20th Sikh: Installation of Scriptures as Guru Granth

29th Baha'i : Birth of the Bab

November

1st All Saints' Day

Honouring all saints known and unknown.

12th Baha'i: Birth of Baha'u'llah

The holy day celebrates the birth of Bahá'u'lláh, the founder of the Bahá'í Faith

22nd Christian: Christ the King

The Feast of Christ the King on the last Sunday of the liturgical year, before a new year begins with the First Sunday of Advent, the earliest date of which is 27 November.

24th Sikh: Guru Tegh Bahadur Martyrdom
9th Guru of Sikhism

25-28 Islam: Hajj

Is a pilgrimage to Mecca. It is the fifth pillar of Islam, an obligation that must be carried out at least once in their lifetime by every able-bodied Muslim who can afford to do so.

December

8th Buddhism: Bodhi Day

Celebration of Gautama's attainment of Enlightenment under the Bodhi tree.

5th-12th Jewish: Hanukah

Celebration of the rededication of the Temple in Jerusalem after it was recaptured.

25th Christmas Day:

Celebrates the birth of Jesus. The Christmas candle is lit symbolising the light of Christ coming into the world. The culmination of Advent.

27th Islam: Ashura

Well-known because of mourning for the martyrdom of Husayn ibn Ali.





G'night God

Night Time Prayers



Another Day has Gone

Father in heaven,
You love me.
You're with me night and day.
I want to love you always in
all I do and say.
Guard me in the darkness of
the night and in the morning
send you light. Amen
Jacqueline, aged 12

I going to speak to God
tonight.
Zac, aged 5

Thanks for Today

Dear Lord,
I give thanks for my life
today.
I give thanks for the things
you gave.
I give thanks for the lives you
saved.
I give thanks for today.
Uraine, Year 8



Prayers for peace

Dear God,
Wars start for silly reasons.
Just because countries don't
get on it doesn't mean they
have to have wars which are
not very nice.
No matter which side wins
there is a great loss on both
sides.
People starve and people's
homes are destroyed.
Oh Lord, help people to know
that peace is better than
wars. Amen
Hannah, aged 9

Families

Dear God,
Thank you for my family.
Without my family I would
have no one to love.
They love me just as much
as you love me.
My family give me happiness.
So thanks God. Amen
Belinda, Year 3

Dear Lord
Many time I act as though I
don't appreciate the love,
manners and gestures my
family give to me. But deep
inside I am thankful. Also
please bless all the families
who are hungry, broken up,
lost a loved one and other
problems most families face.
Help them not to be
embarrassed or ashamed to
seek help and always guide
them with your powerful love.
Emily

Loss and Grief

Dear God,
Please will you make my
grandpa well in heaven and
let peace go into his heart.
Zac, aged 7

God,
Please comfort all the
children who have lost both
their parents or whose
parents have divorced. May
they still be loved just the
same no matter who they live
with. Amen
Chloe

Lord,
please help the people who
have lost a friendship. Let
them grow closer together
and closer to your heart. Let
them understand each other
and be faithful to each other.
Amen
Dominique

Faith and Love

Dear God,
We ask you a question of life,
To open our hearts and let
our love shine on others. We
ask you to send your
message through our body,
spirit, soul and mind. To love
is to live. As you said once
and shall say again – love,
love and love some more.
Amen
Lauren, Year 5

Loving each other is GOD'S
gift. If LOVE wasn't made
then this world would be full
of hate and God wants us to
love each other the way that
he loved us.
Samantha, Year 6



Prayers at special times

Christmas

On Christmas Day we
celebrate Jesus' birthday. It's
a time for giving not
receiving. God help us not to
be greedy on Christmas Day.
Help us to be kind and let us
be satisfied with the presents
we receive.
Freda, Year 6

Night time prayers

Dear God,
As I go to bed alone, cuddle
me in your arms like a baby
koala on its mother's back.
Amen
Mitchell, Year 3

Dear Lord Jesus, at night I
sometimes hear noises like
the windows rattling and the
floorboards creaking. I try to
block my ears or turn on my
walkman so I can't hear.
Whenever I watch shows that
scare me I get the sneaky
feeling someone's watching
me. Please help me to think
of nice things instead of bad
things. In Jesus' name. Amen
Tari, aged 8





Good on ya' God

Prayers of Praise & Thanks

Prayers of thanks and praise

Dear Father,
You are the best for making the world.
Sometimes I just feel that I want to be with you.
Can you please be with me when I get hurt.
Thank you for reading this prayer.

Jarryd, aged 8

Dear Lord, Good job. Amen
Nathan

Thank you God for my imagination.
Thomas, Kinder

The world around us

Loving God, we pray for everyone in your life, animals, trees, flowers, everything in your special plan. Amen

Courtney, Year 3

Dear Father, Thank you for the waves so I can go surfing more often. Amen

Matthew, aged 7

Thank you God,
For our food, my life,
The care from my family,
The love for them, and for me.
God, let us hope that there is not another world war.
God, keep up your love for the world and for me.

Jamie

God's gifts

Dear Lord,
Thank you for blessing me with the gift of learning and dancing at ballet lessons. I am trying to praise you when I dance. Amen.

Lauren

Dear God,
Thank you for today's technology. It helps in almost every way. From computers to microwaves. But it doesn't help people in some countries. It doesn't help people who live on the streets. It doesn't help people who can't afford it. Hopefully on day technology will be able to help them. Amen

Ben , Year 6

The environment

Dear Jesus,
Please help us to love one another and to care.
Please help the people knocking down the forest to know how they are hurting nature. Help them to think of others, not just themselves and the money they make. Amen.

David, Year 6

Dear Lord,
Can you help us look after the environment? We love you Lord. You are very special to me.

Stephanie, Year 1

Love the Lord

Dear God,
Help me to love and care

Raymond, year 3

God,
I love you and I always will. Through my sickness and health, and in summer, winter, spring and autumn. I love you, Lord.

Rebecca, aged 9

Mission and justice

Dear Lord,
We pray for all the people and children in war countries. Especially children who have to grow up quickly to take care of younger brothers and sisters, and miss out on an education. May all these children and adults be treated equally and find happiness and peace to help them through their day. Amen.

Sarah, Year 7

Please pray for the exploited people and all the people who are having trouble at school and people who can't get a job. Amen.

Clinton, Year 6

Dear God,
Help me to be unique and not to act as the media tells us to.

Help me to be thankful for what I have and not to be greedy.

Please help people that are going through struggle an depression, or people who just need someone to talk to. Amen

Amy

Friendship

Dear Heavenly Father, please bless people all over the world who have friends. Those who don't, please help them to find someone because I don't know how someone could live without a companion. The world is made up of all sorts of people – black, white and all different colours. Make them look at a person from the inside and not out. Help the to look for beautiful and colourful colours inside the person and not the ugly. Thank you God almighty for creating such people who treasure wonderful moments with you. Amen

Kathryn, Year 6



Good on ya God

Family

Dear Lord,
The dog's a mess, the dishes
aren't done,
The washing is still on the
line and the TV's on.
O Lord, I know my family is a
mess but I love them so.
They help me to learn and
grow.
I love my family. Amen.

Anon

Dear God, I pray for those
families who have broken up
and may they grow back
together in love as one
family. Amen

Michael

Lord, Thank you for my family
and friends who cheer me up
when I am sad. y family loves
me even when I am bad. I
hope that you will look after
my sister especially because
she is in a wheelchair and
finds many things hard.
Amen

Kate

We thank you for sisters.
Older sisters that help us
correct our school work and
younger sisters that ask us
for help. Help us not to fight
but to try and listen to each
other.
Thank you for the special
moments like when we pray
together peacefully. Amen
Lisa, aged 9

Loving Jesus,
My brother played with me
when I was a baby and looks
after when mum and dad are
out. You know how important
a brother is to his sister.
Amen

Anthea

Faith

Dear\God, I know that
whenever danger is near you
will protect me like an
echidna's spikes. Thank you.
Amen

Megan

God,
You will walk everywhere
with me. My life is in your
hands.
Help me to realise what is
best for me, what is best for
the people around me and
what is best for you.
You know what I will turn out
to be. I will do all that I can to
make the most of my future
and all you have given me.

Amy

Forgiveness

Loving Father, sometimes we
hurt the ones we love. We
don't mean to Lord, but we
do. Help us to forgive, to love
and respect others. We ask
this through Jesus Christ, our
Lord. Amen

Julianne

Dear God,
I do things I don't want to do
-I don't do things I should -
Please help me.

David, Year 4

Lord,
My brother and I don't get
along. This upsets my
parents. I try just for them
and then he makes a
comment and I ignore it but
he just makes another and
another until I get so angry
and scream at him. I
apologise just for mum's
sake. I love him deep in my
heart. Please help me to
forgive him so one day when
he is bigger than me, he will
remember the day I forgave
him and he will forgive me.
Amen

Lucy

Dear God, Please forgive me
for the times I have been
unthankful. Amen. Love Am

In search of meaning

Lord,
Sometimes it's hard to tell the
truth. It's hard to come to
grips with the right thing.
Sometimes, when people lie
to me, I feel bad like I'm left
out. When I lie, help me to
own up. Amen.

Annabel

Serving God

Two little ears to hear your
word
Two little eyes to read the
Bible
One little nose to smell your
creation
One little mouth to praise
your name
Two little arms to reach out to
you
Two little hands to pray to
you
Two little legs to stand firm
for you
Two little feet to walk in your
ways
Lord, help me to use my
whole body to serve you.

Susan, Year 7

Love the Lord

Dear God,
Help me to love and care.

Raymond, Year 3

Dear God,
Sometimes I am alone on the
playground and thinking of
you makes me happy. Thank
you

Amber

God,
I love you and I always will.
Through my sickness and
health and in summer, winter,
spring and autumn, I love
you, Lord.

Rebecca, aged 9

Remember to let me love you
Jasleen, Year 3





C'mon God

Prayers of Petition

Help, God!

Dear Jesus,
I need your help because I
am worried about my mum.
She's sick and she's always
working and she can't sleep
at nights and that worries me.
Jesus I want you to help her
sleep better.
I feel sad.

Diana

Dear God can you help me
with my writing please.

Jack Year 2

Dear Lord, I am scared. I am
in a concert with lots of
people around me. Help me.
Is there anything I can do
Lord? I need help.

My friends are staring at me.
My Mum is not here to
comfort me.
I have to do it now. It's my
turn. Help me do good Lord.
Amen

Melissa, Year 3

Feeling alone

Lord, I'm lonely. Help me to
understand that I'm not
alone. Help me to know that
you'll always be there. Amen

Katrina, aged 8

Dear God I am sorry that
every time I get in a bad fight
with my mum I always say I
wish you were dead. God you
can help me so I don't say
that. Amen

Kade, Year 3

Prayers for sick people

Dear God,
Can you help all the kids with
cancer. Help them to be
brave. Thank you God for
making me and giving me a
wonderful family who care for
me and love me. Amen

Dominic

Dear Lord,
Please look after the people
who are sick and have no
family to look after them.
Take care of all the poor, the
hungry people who have no
money to buy food or
presents, especially those
who will be in need at
Christmas time. Most of all,
Lord, look after all your
children wherever they may
be. Amen

A Year 1 Class Prayer

Tolerance

God our Father,
Today we thank you for all
the goodness you gave the
Aboriginals. Amen

Jamilia, Year 2

Dear God, I pray for the
Aboriginal people and that we
take care of the land and that
we don't break down the
trees and thank you for them
and their music. Amen

Alex Year 2

Dear God,
You made the hills, you made
the grass. You made the
birds flying past. You made
him, you made her. Which of
us do you prefer? None of
course, you love us all.

Whether we are big or small,
Short or tall, you love us all
You are our God. Amen

Amanda, Year 5

Let there be peace

Dear God,
We pray for world peace
For friendship
For all fighting to stop
For everyone to be treated
equally
And for all wars to stop
Thank you God. Amen

Joshua, Year 6

Dear Lord,
Some of us are friends and
are always there to lend a
hand, but some of us are
enemies and fight day and
night. With your help you can
guide us to peace in our
lives. Amen

Andrew Year 6

Family

Dear Lord,
Thank you for our special
families. I know some
families don't have mums or
dads or brothers and sisters
but all our families are
precious to us. Thank you for
all the great things they do for
us ... But families can't
always be fun. Our mums
and dads can have fights.
Our brothers and sisters
annoy us and tease us. But
most of all our families are
great fun to be with and give
us all the love and support
we need.

Georgia

Dear Lord,
Thank you for all people who
have to get up really early in
the morning especially dairy
farmers. Help us to
remember their hard work as
we have a glass of icy cold
milk or a slice of cheese.

Danielle, aged 10

Dear God,
... Even if things become
worse I know you are still
there.

Amy





Friendship

Dear God,
How come some people have lots of friends and some don't? Please help them not to feel lonely and sad. And help us to play with them and make them feel happy and wanted. Please give them love, joy and happiness. And help them to make good friends.

Sometimes old people feel unwanted and unloved. Please help us to visit them and make them happy.

Claire Year 4

Dear Lord,
Today my friend came to school crying. Everything I tried to do did not work. Lord give me the strength and the words to make her feel part of the group. Amen

Leah aged 10

Forgiveness

Dear God, please help me to forgive those who hurt me like you forgave those who hurt you. With love

Joanna

Lord Jesus,
Thank you for loving me
Even when I do things I shouldn't.

Thank you for loving me
Because that means I can trust you to care for me.

Thank you for loving me
Because sometimes I feel no one else does.

Thank you for loving me
Anthony Year 3

Lord,
Please forgive the people who hate others.
They don't really mean it, I am sure of that.

But some people don't believe in you.

But I do.

Thank you for making my parents

and the people who love me.

Please help the sick, the poor and the unloved. Amen

Stephanie, aged 10

God give us happiness when we expect hate

God give us smiles when we expect tears

God give us strength when we expect weakness

God give us friends when we expect enemies

God give us love when we expect war

During these times of joy and despair God hold us. Amen

Jenayah, aged 11

We Believe

Dear God,
Thank you for everything you've given me.

When I look at all the things surrounding me,

I think of you.

But one thing that I'm really grateful for

is for making me, me.

You've given me my parents and through my parents you

guide me each day of my life and you teach me what is right and what is wrong.

Deep inside me I feel really close to you even though I can't see you.

I know you walk beside me every step I take in my life.

Lord, help me each day as I grow older to understand more about you. Amen

Vy





Please look after the people
in heaven. Jamie

Prayers before meals

Before I eat my lunch, I would
like to stop and say thank you
God. Thank you God for this
nice food today.

Mary



Thank you for the food that
we are given to eat. Please
help us to not just think of
ourselves. Help us to be
grateful for what we get and
use the gifts from God
properly. Help us to have
faith in each other and
ourselves.

Amen

Anna

The Seasons

Thank you God for summer.
It is a time for wearing light
clothes, a time for games and
swimming. Thank you for this
wonderful, warm time of the
year. Joshua, year 3



Thank you god for the
beautiful winter. I like winter
because it is fun to slide on
ice. Winter makes me feel
happy. I love to sit in front of
the fire and feel the warmth
and watch the flame flicker.
Thank you God for the
seasons.

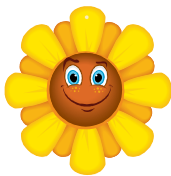
Yvette

G'day God Daytime Prayers

Starting the Day

Dear God,
When I wake up and see the
sun shining, I see you Lord
welcoming me to a brand
new day.

Brendan



Dear Jesus,
I will be the best I can be
today, but please help me
throughout.
Amen

Anon

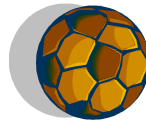
Creation

God,
If there were no sun,
we couldn't see.
Thank you for making the sun
rise. Claire aged 5

Prayer for Australia

As I look across the sunburnt
land I wonder why people
take Australia for granted. It
has so many gifts that we
don't know about. The little
gifts are often the best that
we just walk past. From a
daffodil to Ayers Rock,,
The touch of the soft water
splashing up against your
feet. Just sitting and watching
the day unfold, what a
wonderful sight.
Thank you for Australia, God.
If we treat it well other people
will have something to look
forward to. Amen Renee

Sport



God,
Help me play soccer and not
get hurt, and the same for my
team mates. Tim 8

Dear god,
I don't care if I win or lose. I
should always go over and
say 'good game' and shake
their hands. I won't go over
and make a fuss. Please help
me to be a good loser and
thanks for a good game.

Tony

Justice

Loving God,
I have everything that I could
hope for: a house, food,
education. But this is not true
for everyone in the world. I
hope all people could live like
my friends a I. No ward, no
hunger, educated and most
of all a roof over their head.
God, all I am asking is that
there is peace throughout the
world.

Amen

Jade year 4

For generosity

Lord Jesus,
Please help us to remember
that you think it is better to
give things than to get them.
Please teach us to be
givers...Amen

Rebecca, year 3

Losing loved ones

My fish is dead God.
Keep my fish happy.
Nathan aged 5

Dear God,



A Framework for Religious and Values Education in Schools



Framework for Religious and Values Education in Schools

Purpose

This document is intended to be helpful in the planning, implementation and co-ordination of Religious and Values Education across the school. It attempts to address the complexities which constitute sound practice at the beginning of the third millennium. The introduction into some schools of the International Baccalaureate requires that curriculum is designed to accommodate the enquiry method of learning.

Contemporary educators are conscious of the distinction made between (a) education about religions – the academic study of faiths, and (b) religious education, education in faith, education in the spirit, education in personal development. These last four are interdisciplinary and invitational as the life/faith synthesis is an integral part of the overall program. Studies include disciplines such as the study of ethics, environment, peace, justice, sexuality, drug education, relationship education, religion and science, philosophy. (*Values permeate all learnings*). An effective Christian school will develop curriculum which addresses both these components.

The society in which the document is to be used is deeply multi-faith and multicultural. The particular educative process concerned must take account of the religious and social background, and the secular nature of society in which our young people are being formed. The influence of the student's peer group and the involvement of teachers and other members of the adult community in the total development of each young person, should be emphasised.

Theological Rationale

The complex network of relationships that exists between people, the world, church and God, provides Religious and Values Education with its content. To understand something of this content, an understanding of the Christian concepts of people, life, church and God, as developed in the Uniting Church, is desirable.

- *The Basis of Union, 1992 Ed. Publisher Media Com;*
- *Understanding the Uniting Church, David Merritt, 1992;*
- *Where Did the Joy Come From? Revisiting the Basis of Union, Andrew Dutney, Uniting Church Press Melb. 2001*

God

Belief in and worship of God are the common factors in many religions. All religions are identified by their different beliefs and practices. A belief about the Christian concept of God, is that God shares life with us. Christians know something of the mystery of God who, through Jesus and the Holy Spirit, shares life with people in the midst of their own lives. We come to know a God of love and relationship.

The Christian teaching of Trinity proclaims that it is of God's nature to live in relationship. The one God is Father, Son and Spirit.

The Christian teaching of Incarnation proclaims that God became human (in Jesus) and lives in close relationship with everything that constitutes human life.

This document helps us to discover the many ways we can encounter God, and teaches us to recognise the presence and action of God in the ordinariness of our everyday routine, as well as in the great moments of life.

Revelation - revealing/encountering God in the world

Revelation is more than a list of words or truths about God. It is the act of God communicating to us through all moments of our life – in our relationships with others, in the natural world, in life's experience. We respond by living our life as best we are able in our human condition.



It is the activity of God, which the Scriptures articulate, but which cannot be totally contained in any language, culture or concept. It is only in our lives, however, with their cultures and histories and through their languages and concepts that we can come to experience God's way of working.

Jesus Christ

Jesus Christ unites himself to all human life by becoming human (the Incarnation). God continues to be revealed through the human life of Jesus with its implicit message of 'love one another'.

Church

The Uniting Church through '*The Basis of Union*' endeavours to shed light on the experience of human life, interpret it in the light of faith and call for a radical way of living which testifies to the gospel and its values. The Uniting Church is a pilgrim people, discerning and responding to the living revelation of God amidst the ambiguity of history and life experience.

Holy Spirit

Through the Holy Spirit, God is present in our daily lives – in the people with whom we interact, in daily events, in nature. A part of the educational enterprise is to lead students to recognise these encounters and enable them to respond each in her/his own way.

Faith

God respects the freedom, which has been made integral to human life. We are able to reinforce and contribute to building a better world by our lives of witness, and our openness to God's Word – the bible. God loves and works for each one of us – whatever our situation or our capabilities, and is careful to take each one of us differently. It is in those different personal ways that our lives develop.

Life

Any encounter with God in the world takes place within the realities of each person's journey of life, which is unique. Human development is personal.

It therefore follows that the only forum for the interaction of these aspects of God's work is people's lives. There is no other way in which God is revealed to us and our responses invited, except in our lives; in the actual situations, places, events, activities and the people which constitute them. Any suggestion that God works in other ways implies that we have been abandoned for a time; and that is to deny the Christian concept of God – constantly living among people for their sake.

For our purposes we can schematise life into four broad areas:

- (a) Each person's life
- (b) is lived in relationship with other people,
- (c) in the midst of the world,
- (d) knowing that God is also present in a particular way in our community of faith (the school community, or a church community).

There is no other forum for God's activity, but life.

This, then is our starting point – the life of each one of our students.

We now have a **Typology** – for the development of a curriculum framework.



The following areas of human life provide the structure for the content of a program for Religious and Values Education:

1. Dimension of **understanding myself**
2. Dimension of **understanding other people**
3. Dimension of **understanding the world**
4. Dimension of **understanding the faith community**

All of these dimensions are important to students in their growth.

As students grow in **understanding of myself**, they come to recognise themselves as unique, gifted and loved by God. In response to this they come to value themselves more. (*Development of self esteem, self worth, resilience.*)

As students grow in their **understanding of other people**, they are more able to relate with others. Through these relationships students experience God's presence and action in their lives. (*They are led to see that God's love is experienced through those people who love and care for them, and develop capacity to be in relationship with a wide range of people in various situations, some life giving, others challenging.*)

As students grow in **understanding of the faith community**, they are invited to participate in its life of worship, scripture, mission, prayer. For the vast majority this school experience will be the only experience of belonging/participation in a faith community. (*It is therefore important to offer students developing their sense of self worth and belonging, regular positive, engaging experiences.*)

As students grow in **understanding of the world**, they reflect on God's presence. They are invited to become aware of the major issues facing our society today, and to be collaborators in creating and transforming the world. They are encouraged to explore questions of meaning and purpose, beliefs and world views. (*It is important to recognise and affirm the faith community experiences of students of other faiths both in the classroom and through whole school initiatives, using a variety of strategies which honour that faith tradition.*)

Broad Goals of Religious and Values Education

The broad goals of Religious and Values Education are concerned with:

- (a) encouraging students to question, think, explore, share, contribute to enquiry and to make connections to their own life;
- (b) the development of life and faith through a variety of learning experiences both cognitive and affective;
- (c) development in students of: -an appreciation of the world (*environment*); -an understanding of and respect for other faiths, through exposure to the beliefs and practices of other world religions; -an understanding and appreciation of and sensitivity to others including the marginalised in our world; -an ever deepening understanding of and appreciation for values, ethics, peace, justice, human rights, environment, and health, leading to a lived response; -an openness to enquiry, in their search for truth (*philosophy, science and religion*); -a love of learning; -a response of service and love in helping to build up and renew this world.

In working towards these goals we are concerned with a process which respects the individual person and their stage of development.



Religious and Values Education is seen as an area in curriculum which brings together many other disciplines and aspects of life, and calls for a lived response.

Ever sensitive to personal freedoms, it is possible for us to evaluate or to view the entire program in the light of these broad goals.

A Teaching Process

A teaching process which respects and attends to individual differences attempts to facilitate the integration of these broad goals. Students will learn, respond, act, grow and believe in varying capacities and in different ways one from another and in so doing will confidently respond to the challenges of life.

Sources of Religious and Values Education

In order that the teaching process may work satisfactorily, it constantly refers to and uses these sources (see *diagram*). From these sources and with the leadership of a skilled, competent, sensitive teacher and the visible support of Principal, school leaders and other staff, learning and personal growth will occur.

Thus it is not adequate simply to recount doctrinal expressions, biblical stories or liturgical formulae; the lived experience of each student provides the basic matter which may be drawn on in the teaching and learning process. This process will also be enriched through the use of various mediums, literature, music, drama, art, technology and other creative arts. A necessary dimension to this will be ongoing professional development/enrichment for all teachers of Religious and Values Education.

Policy and Curriculum Development

In developing its Religious and Values Education policy and curriculum which will incorporate formal teaching and learning, faith development, spirituality, community outreach, social justice programs, pastoral care, and formal worship times, the school will take into account the school profile, vision and mission statements and beliefs about how young people learn. As with all areas of policy and curriculum, these documents and policy statements are continual points of reference.

Principles to Guide the Development of the School's Religious and Values Education Policy and Program.

The Religious and Values Education of students takes place within the specific nature of each school. Inspiration is drawn from the bible and the direction of the Uniting Church. Therefore, policy and programs should reflect the vision and mission statements of the school underpinned by *The Basis of Union* – the faith statement of the Uniting Church. This is a way the links with the Uniting Church will be manifest and enduring; school being supported by church(through EIS Unit) to develop school-based documentation of policy and programs.

When developing a policy and program, the following tenets require attention.

A Religious and Values Education policy will:

- respect students' freedom to explore or reject faith;
- be relevant to and respectful of the students' stages of development, socio-economic backgrounds, cultural heritage and religious background and experiences;
- be based on respect for all people;
- take into account the multi-cultural, multi-faith nature of the Australian population and of the particular school population, ever respectful of the reality that Christianity is one authentic pathway among many to God.



The Purposes of Religious and Values Education within the School are to:

- teach the content of the Christian faith in a way which contributes to understanding;
- provide opportunities for students to respond in life;
- lead students to know, appreciate and respect the beliefs of classmates and those of other faiths by inviting those students to share experiences of their beliefs and celebrations;
- immerse students in the life of the school in such a way that they can experience the values of a Christian community, together with opportunities for participation in prayer and worship;
- form resilient young people with a strong sense of their own worth;
form young people with a growing capacity to know and understand themselves and those with whom they will form relationships as they mature, through programs specifically targeted at health, sexuality and drug education as well as seminars on mental /emotional health and wellbeing;
- skill students to critique the world, not merely function in it;
- provide regular opportunities for stillness, reflection using a variety of strategies;
- develop an openness to enquiry;
- provide a language with which to explore beliefs, values, alternate world views and the world view they are forming.

Methodology of Religious and Values Education:

- is based in life; it begins with the experience of students and leads towards deeper insights and understandings of life
- is concerned with the integration of faith and life, in order that the Christian message relates to the life situations of students
- is based on an enquiry approach to learning which invites students to discover meaning in their lives and encourages a lived response
- is concerned with understandings about how students learn. These understandings are integral to decisions made concerning classroom strategies and teaching methods
- is concerned with attainable objectives, learning strategies and assessment and evaluation procedures, all of which are integral to the learning process.

The Delivery of Religious and Values Education

It would be important to consider the number of ways Religious and Values Education might be delivered in your school. In formulating a model, the following could be considered:

Two distinct but interrelated areas working side by side and supporting each other:

- The classroom curriculum – overseen by the Head of RE Curriculum who would have responsibility for the oversight and teaching of the curriculum;
- The pastoral dimension – overseen by the Head of Formation who would have responsibility for such areas as pastoral care of individuals within the whole school community, community outreach programs and the reflection on action process which follows, retreats, worship, prayer/spiritual/ reflection experiences, social justice programs, whole school activities like Pancake Day etc.

It should be noted that many schools employ professional counsellors. This is a separate and distinct professional service area, not to be confused with Pastoral Care of the whole school community, which has a sacramental and spiritual context. One of the most significant roles of the school chaplain is to offer pastoral care to the whole school community. This cannot be contained in any timetable. A school community is diminished when the centrality of this is minimised. The chaplain will work in cooperation with classroom teachers who all practice pastoral care by their daily interaction with students in their care.



Religious and Values Education as Part of the Whole School Curriculum

Effective Religious and Values Education programs are designed to educate the whole person. Therefore, many experiences within the school contribute to students' personal/spiritual development.

Curriculum provision in a Uniting Church school is concerned with education across all learning areas. Therefore the school will give some priority to Religious and Values Education both at the formal level seen in the commitment within the time-table and the informal level by the infusion of the curriculum with the Gospel values.

The school will provide opportunity for exploration of alternative world views – in the search for truth.

The whole school curriculum integrates religious, pastoral, and co-curricular dimensions. It is important to pay continuing attention to these aspects and ensure that they are appropriately related and integrated into the life of the school.

In making these explicit, the school is providing a full and inclusive curriculum, which responds to the needs of all students. Religious and Values Education in this context permeates all areas of the curriculum, is enriched by the cultural and social diversity of the school community and brings together many disciplines and aspects of life.

Religious and Values Education therefore is not restricted to the classroom but spreads far beyond to the school grounds, the school community, the wider community and to all people with whom students interact in their daily lives. The school assists its students in the development of knowledge, skills, values and attitudes that will enable them to affect their responsibility of living justly.

It is through the provision of these opportunities that students will grow to full freedom as strong, resilient young adults, imbued with a sense of altruism able to:

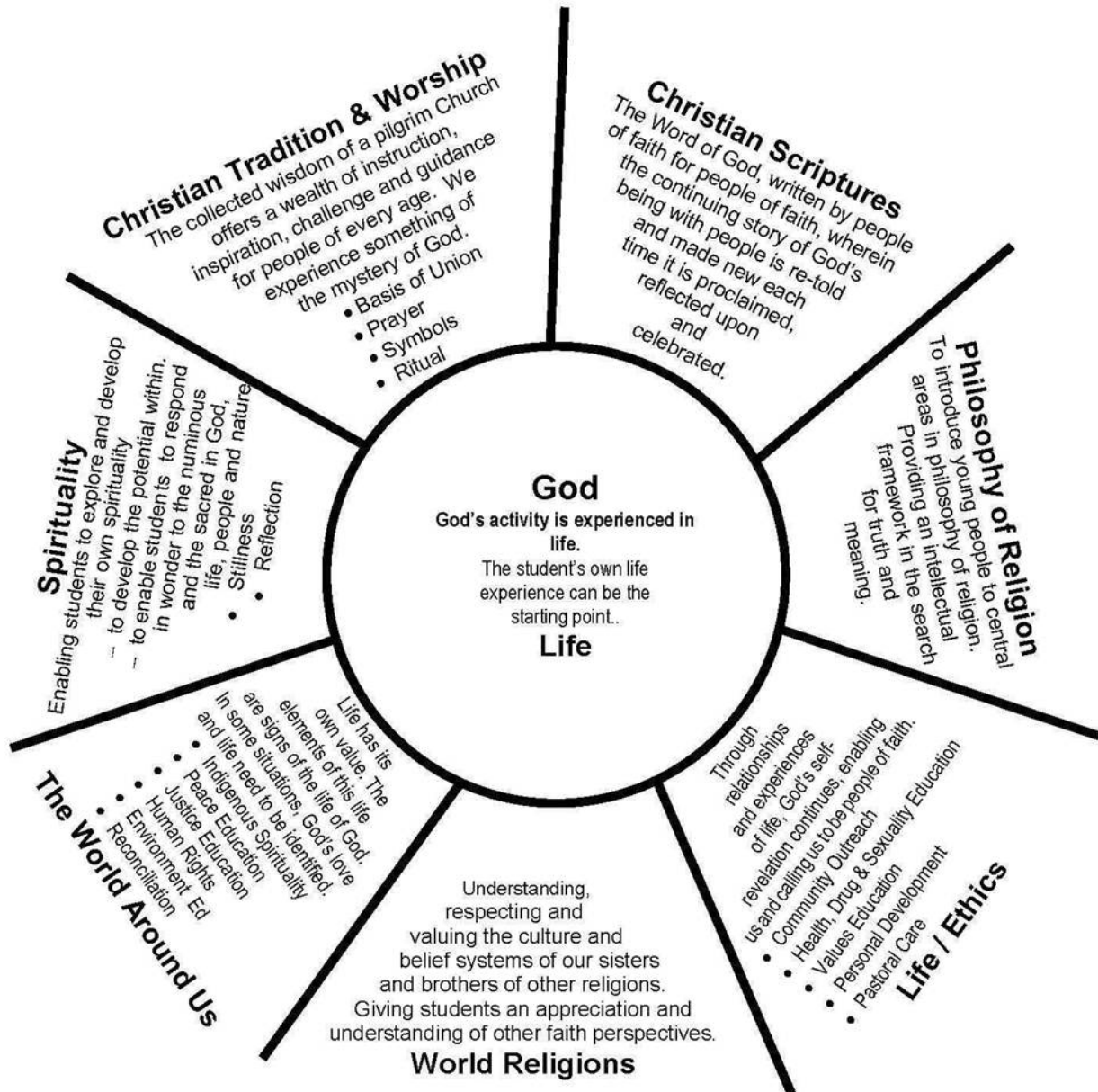
- engage positively in life;
- achieve their personal best;
- turn to others in love;
- contribute to building a more just and equitable society.





Religious and Values Education

Dimensions. diagram A



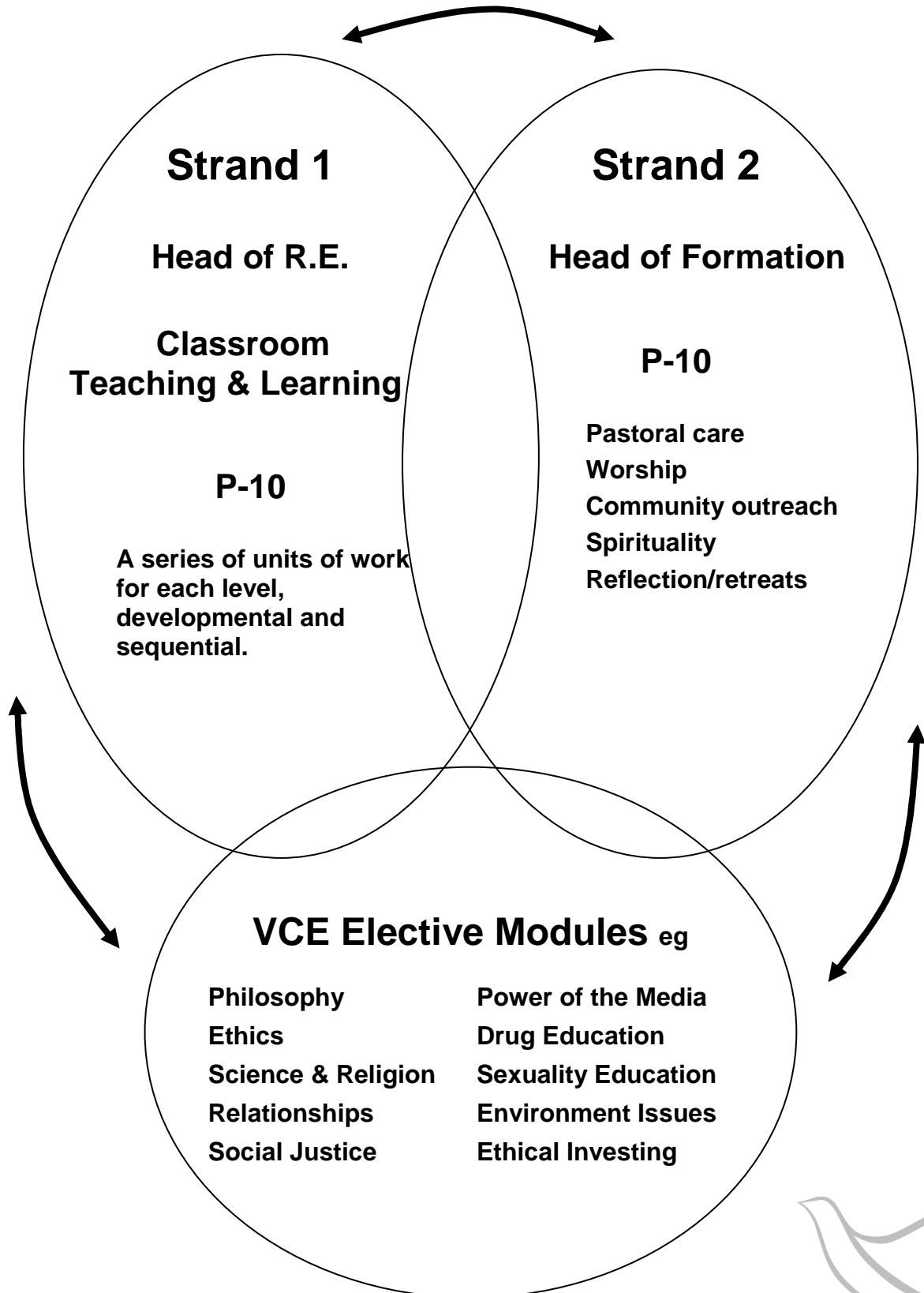
The interaction of these dimensions in the teaching and learning process and the provision of a variety of opportunities to engage students spiritually, emotionally, socially and intellectually will support their growth towards wholeness, to enable them to participate fully in life and generously contribute to building a more just and equitable society.





Diagram B

A model for Religious and Values Education





Come and See

Overview of Units

Early Years Level 3 & 4	
Understanding Myself 1.1 Choices. 1.2 Disappointment / Resilience 1.3 Moods & Emotions 1.4 Being Alive 1.5 Trust	Understanding Other People 2.1 My Family 2.2 Love 2.3 Friends 2.4 Belonging -Who's in Who's Out 2.5 Forgiveness 2.6 Pancake Day –Helping Others
Understanding the World 3.1 Nature-God's Creation 3.2 Justice & Peace 3.3 Cycle of Life	Understanding Faith Communities 4.1. Memories and Celebrations 4.2 Prayer 4.3 Indigenous Dreamtime 4.4 Signs & Symbols 4.5 The Uniting Church in Australia

Invitational

- Come on a journey of discovery about myself, others, the world, and God
- Come & See signs of God's presence, in our world, our community, and in our lives
- Come & listen, respond, pray and share life in ways that honour personal faith and culture.
- Come & See





Understanding Myself: 1.1 Choices

Student Objectives

That students will

- Develop an understanding that we make good and bad choices and that our choices affect others.
- Develop an understanding that we all make choices every day which affect how we feel and what happens to us.
- Gain an appreciation that we can get help to make choices.
- Come to know that God's word guides us to make good choices.
- Learn that Jesus made many choices and prayed for guidance before his choices were made.
- Gain a deeper appreciation that we too can seek God's guidance when making choices.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Integrity
- Respect
- Responsibility
- Freedom

Opening Statement for the Unit

In this unit we will think about the choices we make, how they affect us and how we can ask for help when making difficult choices. We will also learn that Jesus made difficult choices too.

By the end of the Unit students will have

- Listened to 'Rose Meets Mr Wintergarten' and created a cartoon strip on the storyline.
- Compared their cartoon strip with others in the class.
- Viewed a poster on Good and Bad Choices.
- Read and discussed the story of Jonathan and David from the Book of Samuel.
- Performed a role-play on conflict situations.
- Participated in the Lost Key activity.
- Shared and discussed their thoughts about the commandment to 'love one another'.
- Discussed their responsibility for their decisions.
- Examined some conflict situations in their lives.
- Been introduced to the idea that good choices lead to change.
- Discussed how Jesus made choices.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

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(go to People of Faith)

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Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



Understanding Myself: 1.1 Choices

Lesson 1	Good Choices / Bad Choices
Resources	Lesson Format
<p><i>Rose Meets Mr Wintergarten</i> Bob Graham (1992) Viking, Ringwood</p> <p>Butcher's Paper</p> <p>Coloured pencils/felt-tipped pens</p>	<p>Focus Questions:</p> <ul style="list-style-type: none">• How do we make choices?• Does anyone make choices for us?• What choices do we make for ourselves?• How can my choices affect others? <ul style="list-style-type: none">• Teacher reads 'Rose Meets Mr Wintergarten'. In groups, students create a cartoon strip based on the storyline. Each person in the group can work on one slide for the cartoon strip.• The cartoon strips are then swapped between the groups and groups write positive comments to each other about the cartoon strips. Display students' cartoons and comments around the room.• Teacher asks children to share what they think some of Rose's choices were.• Introduce a poster that will stay in the room for a set period of time. The poster is titled "good choices/bad choices". Discuss that the poster will be used to record situations where we have made good or bad choices. Teacher may model some good or bad choices they have made. Record these on the poster. This will lead to a discussion based around these questions:<ul style="list-style-type: none">- How do we make choices?- Does anyone make choices for us?- What choices do we make for ourselves?- How can my choices affect others? Give examples of this.



Understanding Myself: 1.1 Choices

Lesson 2	What Do I Do Now?
Resources	Lesson Format
<p>Bible story - <i>Samuel 20:1-23</i></p> <p>Cards: "What Do I Do Now?" (Worksheet 1)</p>	<p>Focus question:</p> <ul style="list-style-type: none">• How do our choices affect how we feel and what happens to us?• Teacher relates the bible story <i>Samuel 20:1-23</i>, how Jonathon helps David to hide.<ul style="list-style-type: none">- Why did he make this choice?• Discussion: We all make choices everyday, which affect how we feel and what happens to us.• Role-Play (Worksheet 1): Cards 'playground situation' given to groups of 4 to role-play, eg:<ul style="list-style-type: none">- Child being teased because of some clothes he/she is wearing.- Child asks to play with your group of friends but you don't want to include them.- Your friend finds a \$1 coin and decides to keep it.- You and your friends decide to miss the last lesson of the day and go to the movies.• Plays performed. Discussion to follow.• Audience responds positively to:<ul style="list-style-type: none">- Were there good and bad choices made?- How did each of the players feel?- Could they have reacted differently?- What would have happened then?



Understanding Myself: 1.1 Choices

Worksheet 1
(Copy and cut)

What Do I Do Now?

<p>A child is being teased because of the clothes he/she is wearing.</p>	<p>A child asks to play with your group of friends but you don't want to include them.</p>
<p>Your friend finds a \$1 coin and decides to keep it.</p>	<p>You and your friends decide to miss the last lesson of the day and go to the movies.</p>



Understanding Myself: 1.1 Choices

Lesson 3	Difficult Choice – Who can I ask for help?
Resources	Lesson Format
<p>Pen & Paper</p> <p><i>Protective Behaviours</i> resource (Each school has a copy of this resource)</p>	<p>Focus Questions:</p> <ul style="list-style-type: none">• Do we need to make decisions by ourselves?• How can we get help when making choices? <ul style="list-style-type: none">• The focus for this lesson is to make the students aware that they don't always have to make choices/decisions by themselves. They can get help, so they need to discover who can help with their decision-making process.• Students trace their hand. (This is based on an activity from the Protective Behaviours program titled 'Lost Key'.)• On the fingers, students are to write the names of people they can speak to when they have a difficult choice to make. (Teachers may like to set the guidelines that the thumb is for one family member. This will encourage the students to broaden their network further than just the immediate family).• Students write about a difficult choice they had to make and how they resolved it using help from another person.• Share and Discuss.



Understanding Myself: 1.1 Choices

Assessment Ideas

How well did the students:

- Demonstrate their understanding about good and bad choices through their insights into Ping's choices and through their contribution to 'good choices / bad choices' poster?
- Demonstrate their understanding that our choices affect others through their role-play and contribution to debriefing discussion?
- Demonstrate an appreciation that we can get help to make choices through their participation in the 'lost key' activity?
- Demonstrate an understanding that God's word helps us to make good choices through their contribution to discussion on commandment to love one another and through their reflection on a conflict situation?
- Demonstrate a deeper appreciation that we too can ask God to help us make choices through their willingness and participation in the prayer box?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of the experience of making good and bad choices?
- Enable the students to articulate their insights into how we make choices and how we can get help to make decisions?
- Deepen student's knowledge and connection to Jesus' story and his teachings about making choices and praying for help?
- Encourage students to question, think, explore, share and contribute to inquiry into choices and to make connections to their life?



Understanding Myself: 1.2 Disappointments / Resilience

Student Objectives

That students will

- Develop an appreciation of how people feel when they are confronted with disappointment.
- Develop an understanding that God's love is experienced through the care of others and that this helps them deal with disappointments.
- Develop an understanding that the experiences of failure/disappointment can help them to grow.
- Deepen an appreciation that they can make a difference when they support others in their disappointment.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Responsibility

Opening Statement for the Unit

In this unit we are going to learn about disappointment and how that feels. We will also learn about the ways that we can work out our disappointments. We will learn about a story that Jesus told that helps us think about how to deal with disappointments.

By the end of the Unit students will have

- Discussed the idea that God's love is experienced through the care of others and that this helps them deal with disappointments.
- Reflected on experiences of failure/disappointment that can help them to grow.
- Described some ways that Jesus can help them when they are in distress.
- Developed an acrostic poem around the word Disappointment.
- Listed some of the emotions that they feel.
- Listened to and discussed the stories 'The Very Best of Friends' and 'Fortunately'.
- Read and answered questions on the Prodigal Son.
- Read and discussed the book 'I was Only Trying to Help'.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

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Understanding Myself: 1.2 Disappointments / Resilience

Lesson 1	It's Moments Like These
Resources	Lesson Format
<p>This unit can be linked to the Resilience Program: "Bounce Back" by Helen McGrath & Toni Noble www.pearsoned.com.au</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• How do people feel when they are disappointed?• How does God help us in our times of disappointment? <p>Disappointment:</p> <ul style="list-style-type: none">• What has made you disappointed?• Cut out the letters of the word DISAPPOINTMENT.• Divide students into groups and invite students to take a letter and develop an acrostic poem of disappointing moments. <p>From the stories expressed in the acrostic poem, lead students to a deeper appreciation of how people feel when they are confronted with disappointment.</p> <ul style="list-style-type: none">• How does it:<ul style="list-style-type: none">• look?• taste?• feel?• smell? <p>Discuss:</p> <ul style="list-style-type: none">• Who can you talk to when you are experiencing disappointment?<ul style="list-style-type: none">○ <i>a friend, a teacher, your parents, siblings, people who love you and care for you, etc.</i>• God loves us and cares for us. How can we talk to God in our times of disappointment?<ul style="list-style-type: none">○ <i>we can pray, think, ask God for help</i> <p>Can we help each other pray to God – what words can we use?</p> <ul style="list-style-type: none">• Let's pray together:<ul style="list-style-type: none">○ Dear God...<ul style="list-style-type: none">• <i>Students may offer spontaneous prayers, teacher may need to begin and model.</i>• <i>Teacher may wish to light a candle in order to make it a special time of prayer for the students.</i>



Understanding Myself: 1.2 Disappointments / Resilience

Lesson 2	It Won't Last Forever
Resources	Lesson Format
<ul style="list-style-type: none">• Variety of picture books• Book: <i>"The Very Best of Friends"</i> by Margaret Wild (Illustrated by Julie Vivas, Margaret Hamilton Books, 1989)	<p>Focus Questions</p> <ul style="list-style-type: none">• Does disappointment last forever?• How can disappointment be resolved? <p>Body Language:</p> <ul style="list-style-type: none">• List of emotions on the board, eg, Angry, Anxious, Sad, Tired, Confused, Frightened, Bored, and Disappointed.• Students look in books, etc, to find an image of one of these emotions.• Discuss:<ul style="list-style-type: none">- How they are different?- Do these emotions last forever?- What does last forever?• Teacher to read "The Very Best of Friends" - finishing on a positive note. Discuss how this story demonstrates how things resolve.



Understanding Myself: 1.2 Disappointments / Resilience

Lesson 3	Look At It This Way
Resources	Lesson Format
<p>Containers of varied shape and sizes.</p> <p>Coloured food dye</p> <p>Bible story: <i>The Prodigal Son</i> <i>(Luke 15:11-32)</i></p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • Does how you look at things make a difference? Why? • What does Jesus teach us about how we should view our disappointing times? <ul style="list-style-type: none"> • Link this activity to a maths activity looking at measuring half. Have various containers at tables. Students at each table must fill the container with exactly half capacity using coloured water. <ul style="list-style-type: none"> - Is the container half full or half empty? - We can look at the same situation in two different ways • Does it make a difference at how you look at things? Why? • A Bible story that relates to this. <ul style="list-style-type: none"> • Read The Prodigal (lost) Son and the response of his older brother. • Should the brother celebrate? • Does he have reason to be bitter? • Interpret the story in a "half full"(positive) way and a "half empty"(negative) way. <ul style="list-style-type: none"> • Eg POSITIVE response by the older brother could have been: <ul style="list-style-type: none"> ▪ <i>Glad to have his brother back.</i> ▪ <i>Gets affirmation or praise from his father for always being there and helping, should feel good about this.</i> ▪ <i>Appreciates his father's love for all his children and knows that if he ever disappointed his father, he too would be forgiven.</i> • NEGATIVE response by the older brother: <ul style="list-style-type: none"> ▪ <i>Bitter and angry at his brother and father.</i> ▪ <i>Holds a grudge and won't join in the celebration.</i> ▪ <i>Blames his father for ignoring his good work.</i> • What does Jesus teach us through this parable or story? <ul style="list-style-type: none"> ▪ <i>We should look for the good in what others do.</i> ▪ <i>Accept others back after they have disappointed us.</i> ▪ <i>Get over our own disappointment by thinking of others and helping them.</i> ▪ <i>Appreciate and notice the signs of love and support that others offer us.</i>



Understanding Myself: 1.2 Disappointments / Resilience

Lesson 4	Always Look on the Bright Side
Resources	Lesson Format
<p>"<i>Fortunately</i>" by Remy Charlip (1993 Simon & Shuster, Aladdin Paperback ISBN: 0689716605)</p>	<p>Focus Question</p> <ul style="list-style-type: none">• How can looking at the positive side of a situation resolve the disappointment?• Teacher reads "<i>Fortunately</i>" to class.• Students sit in a circle and the first person starts by saying, eg:<ul style="list-style-type: none">▪ I broke my shoelace. What bad luck.▪ I got a new pair of shoes. What good luck.• This could be extended into a literacy program where children create a class book using the same theme "What Bad Luck, What Good Luck".<ul style="list-style-type: none">▪ Revisit acrostic poem (Lesson 1).▪ Write 'Good Luck' match to each of the moments of disappointment.▪ Develop a class book 'What Bad Luck, What Good Luck'.



Understanding Myself: 1.2 Disappointments / Resilience

Lesson 5	How Can I Help?
Resources	Lesson Format
<p>Community Service Project.</p> <p>Class excursion.</p> <p><i>“I Was Only Trying to Help”</i> by J. Strong.</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What difference can it make when we support others in their disappointment?• How can we help others who may feel disappointed? <ul style="list-style-type: none">• The theme behind this lesson is what difference can it make when we support others in their disappointment.• Read the book “I Was Only Trying to Help”. This can lead to a discussion as to ways we can help when someone is going through disappointment.• Helping others who may feel disappointed, eg:<ul style="list-style-type: none">▪ Students may like to design a poster or notes for other classes to bring in food items or clothes that can be donated to a charity close to them who distributes to needy families.• Students could then collect donations and have an excursion where they take the donations to the charity.



Understanding Myself: 1.2 Disappointments / Resilience

Assessment Ideas

How well did the students:

- Demonstrate an appreciation of how people feel when they are confronted with disappointment through their development and discussion of acrostic poem?
- Demonstrate an understanding that disappointments can help us grow through their discussion on positive and negative perspectives and their reflection on the Prodigal Son parable and its teachings?
- Demonstrate their appreciation that they can make a difference when they support others in their disappointments through their participation in class community service program?
- Demonstrate a deepening awareness of God's love in times of disappointment through their prayer and reflection?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of the experience of disappointment?
- Enable the students to articulate their insights into disappointment and how it can be resolved?
- Deepen students' knowledge and connection to Jesus' story and his example in times of disappointment?
- Encourage students to question, think, explore, share and contribute to inquiry into disappointment and to make connections to their life?



Understanding Myself: 1.3 Moods and Emotions

Student Objectives

That students will

- Appreciate that their feelings / emotions are an important part of who they are and that having feelings is good.
- Understand that various situations, experiences and events affect our moods.
- Recognise that feelings are neither good nor bad, it is how we deal with them that is important.
- See the range of human emotions that Jesus encountered and experienced.
- Come to know that God sees as good everything about human life. Our moods and emotions are gifts from God and are to be embraced, not avoided.
- Recognise that our emotions have a great impact on our relationships and our behaviours.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Respect
- Understanding, tolerance and inclusion

Opening Statement for the Unit

In this unit we will think about our moods and emotions and the ways that they can help us to grow and to learn about ourselves.

By the end of the Unit students will have

- Commented on a variety of pictures representing human emotions.
- Listed some of their feelings and emotions.
- Discussed the idea that their feelings/emotions are an important part of who they are.
- Recognized some responses to life situations are healthy some are not.
- Reflected on their own moods and emotions.
- Completed a number of mood cards.
- Read stories from the Gospels about Jesus showing emotions.
- Taken digital photos that convey a sense of emotion.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

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Understanding Myself: 1.3 Moods and Emotions

Lesson 1	Every Picture Tells a Story
Resources	Lesson Format
<ul style="list-style-type: none">• Images of faces from magazines	<p>Focus questions</p> <ul style="list-style-type: none">• What are some moods and emotions that we experience?• What are the events that lead to different emotions? <p>Every Picture Tells a Story:</p> <ul style="list-style-type: none">• Teacher shares examples of moods and emotions displayed in photos.<ul style="list-style-type: none">- These photos could be from personal album, of themselves or family.- Photos could be birthday photos, family reunions, holidays, family celebrations, Christmas, etc.• Discuss times/events that make you happy.• Use images from magazines that display other emotions, eg, frustration, anger, sadness, etc.<ul style="list-style-type: none">- Ask students to identify the emotions displayed in the images.- List the emotion words on a chart eg happy, sad, frustrated, angry etc.- Ask students to imagine the story leading up to the picture being taken.



Understanding Myself: 1.3 Moods and Emotions

Lesson 2	OK Feelings
Resources	Lesson Format
<p>New Testament stories of Jesus showing his emotions:</p> <p>Anger at money-lending in the temple <i>John 2:13-25</i></p> <p>Agony in the Garden at Gethsemane <i>Matthew 26:39-46</i></p> <p>Peter's denial <i>John 13:38</i> <i>John 18:12 – 27</i> <i>John 21:15 – 18</i></p> <p>Death of John the Baptist <i>Matthew 14:1 – 12</i> <i>Matthew 14:13</i></p>	<p>Focus question:</p> <ul style="list-style-type: none">• How did Jesus react to different situations?• What emotions did he feel? <ul style="list-style-type: none">• Build up a chart with the students focusing on some events in Jesus' life that show the emotions that Jesus felt. (See worksheet 1).• Teacher and students consider and discuss the event, the OK feeling that Jesus showed, Jesus' action or reaction, reflection on the final outcome of the situation. (See worksheet 1; see worksheet 2 for possible responses).• Teacher and students could also consider the behaviour / reaction of others around Jesus.



Understanding Myself: 1.3 Moods and Emotions

Worksheet 1

(To be photocopied)

OK FEELINGS

What happened	Jesus' OK Feeling	Action	Result
Jesus finds moneylenders in the temple John 2:13 - 25			
Peter denies Jesus three times John 13:38 (<i>Jesus predicts the denial</i>) John 18:12 - 27 (<i>Peter's denial</i>) John 21:15 - 18 (<i>Peter's apology</i>)			
Jesus in the garden of Gethsemene Matthew 26:39 - 46			
Death of Jesus' cousin, John the Baptist Matthew 14:1 - 12 (<i>death of John the Baptist</i>) Matthew 14:13 (<i>Jesus wants to go away from the crowd</i>)			



Understanding Myself: 1.3 Moods and Emotions

Worksheet 2

OK FEELINGS

What happened	Jesus' OK Feeling	Action	Result
Jesus finds moneylenders in the temple John 2:13 - 25	Anger	Jesus throws out the moneylenders	The church now is a place of prayer. There are no longer markets in the temples.
Peter denies Jesus three times John 13:38 (<i>Jesus predicts the denial</i>) John 18:12 - 27 (<i>Peter's denial</i>) John 21:15 - 18 (<i>Peter's apology</i>)	Disappointment	Jesus asks Peter for loyalty. He asks Peter three times - do you love me?	Peter apologises and they remain friends.
Jesus in the garden of Gethsemene Matthew 26:39 - 46	Fear	Jesus accepted what was happening and prayed to God for help.	God is with Jesus (and us). We can get through, even when we're scared.
Death of Jesus' cousin, John the Baptist Matthew 14:1 - 12 (<i>death of John the Baptist</i>) Matthew 14:13 (<i>Jesus wants to go away from the crowd</i>)	Sadness	Jesus wanted to go away from the crowd and be alone.	Jesus knew he was grieving but stayed to care for the crowd.



Understanding Myself: 1.3 Moods and Emotions

Lesson 3	In the Mood
Resources	Lesson Format
<ul style="list-style-type: none">• Photos from home• 'Mood' Cards	<p>Focus questions</p> <ul style="list-style-type: none">• How do different events affect our moods and emotions?• How do we deal with these emotions? <ul style="list-style-type: none">• Students bring a photo from home.<ul style="list-style-type: none">- Display photos. Ask the class to guess the emotions that are displayed.- Students then share the stories behind the photos they brought in.• Lead a discussion about how various situations, experiences and events affect our moods.• List a number of various 'events' on cards (see worksheet 3), eg:<ul style="list-style-type: none">- A friend is leaving school – <i>sad</i> – <i>organise to keep in touch</i>- Losing your favourite toy – <i>sad</i> – <i>talk about your sadness with someone special to you</i>- Hurting someone else – <i>guilty, sorrowful, regretful</i>, - <i>work out how to say sorry and then do it</i>- Receiving a letter/postcard from friend/family member – <i>happy</i> – <i>send a note back</i>- Christmas/birthday, etc- A family pet dying – <i>sad</i> – <i>have a ritual for your pet, write a list of all the special things you did together</i>- Name calling and its effects – <i>angry</i> – <i>work out how to tell the person to stop</i>• Students brainstorm the various moods that could develop as a result of each of the above events, name the OK emotion and work out appropriate action. (See worksheet 4; see worksheet 5 for possible responses).



Understanding Myself: 1.3 Moods and Emotions

Worksheet 3
(Copy and cut)

MOOD CARDS

A friend is leaving school	Losing your favourite toy
Hurting someone else	Receiving a letter/postcard from friend/family member
A family pet dying	Someone calls you names



Understanding Myself: 1.3 Moods and Emotions

Worksheet 4 (To be photocopied)

What happened	OK Feeling	Action	Result
A friend is leaving school			
Losing your favourite toy			
Hurting someone else			
Receiving a letter/postcard from friend/family member			
A family pet dying			
Name calling and its effects			



Understanding Myself: 1.3 Moods and Emotions

Worksheet 5

What happened	OK Feeling	Action	Result
A friend is leaving school	<i>Sad</i>	<i>Organise to keep in touch</i>	<i>The friendship can continue</i>
Losing your favourite toy	<i>Sad</i>	<i>Talk about your sadness with someone special to you</i>	<i>Feel better about the loss</i>
Hurting someone else	<i>Guilty, sorrowful, regretful</i>	<i>Work out how to say sorry and then do it</i>	<i>The person will feel better and will forgive – relationship will be mended</i>
Receiving a letter/postcard from friend/family member	<i>Happy</i>	<i>Send a note back</i>	<i>Show appreciation and joy at hearing from them</i>
A family pet dying	<i>Sad</i>	<i>Have a ritual for your pet, write a list of all the special things you did together</i>	<i>Feel closer to your pet and more positive</i>
Name calling and its effects	<i>Angry</i>	<i>Work out how to tell the person to stop</i>	<i>The name-calling will stop and the person will learn that it is hurtful</i>



Understanding Myself: 1.3 Moods and Emotions

Lesson 4	Guess the Mood
Resources	Lesson Format
<ul style="list-style-type: none"> Digital Camera 	<p>Focus question</p> <ul style="list-style-type: none"> How do our moods and emotions help us understand about ourselves? Students discuss how understanding their moods and emotions helps them understand something about themselves and helps them to grow. Students take a series of photos, which show different emotions on their face. Use these photos to create a ‘Guess the Mood’ picture book. <ul style="list-style-type: none"> In the book, students write a particular feeling, eg, “The day I was so excited was when" At the end of the book, write a prayer of thanks to God for all our emotions. <ul style="list-style-type: none"> Prayer for when I’m angry, disappointed, scared, sad etc. <ul style="list-style-type: none"> <i>Dear God, sometimes I feelespecially when..... In the life of Jesus I can see how he reacts to this OK feeling. Help me to notice my and only act with an OK action. Dear God we thank you for the gift of our emotions.</i>



Understanding Myself: 1.3 Moods and Emotions

Assessment Ideas

How well did the students:

- Demonstrate an appreciation that their feelings/emotions are an important part of who they are through their discussion and naming of various moods and emotions?
- Demonstrate an understanding that various situations, experiences and events affect our moods through their participation in the 'mood' cards activity?
- Demonstrate a recognition that feelings are neither good nor bad, it is how we deal with them that is important through their problem solving on events, moods and action?
- Demonstrate a connection to Jesus' life and his emotions through their reflection, discussion and contribution to OK Feelings chart?
- Demonstrate an understanding that our emotions have a great impact on our relationships through their reflection and discussion on mood card events?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation and knowledge of their moods and emotions?
- Enable the students to articulate their insights and response to their moods, emotions and reactions?
- Deepen student's knowledge and connection to Jesus' story and his feelings of sadness, fear, anger, disappointment?
- Encourage students to question, think, explore, share and contribute to inquiry into moods and emotions and to make connections to their life?



Understanding Myself: 1.4 Being Alive

Student Objectives

That students will

- Come to know that God is loving and caring of us in our good times and bad times.
- Understand that being human brings with it experiences of joy and pain.
- Gain an awareness that the ups and downs in life help us to grow to be the best people we can be.
- Learn about some life activities of Jesus.
- Understand that each of us has a God given gift and that our gifts are given to us to enjoy and to use for others.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Doing your best
- Freedom
- Responsibility

Opening Statement for the Unit

In this unit we will learn about how our good and bad times help us to grow. We will learn about some of the events in Jesus' life and we will think about our special gifts and how we use them in our life.

By the end of the Unit students will have

- Been introduced to the idea that joyful as well as down times, are part of life.
- Responded to a number of life situations.
- Reflected on what makes them special.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

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Understanding Myself: 1.4 Being Alive

Lesson 1	Some Days are Sunshine, Some Days are Rain
<p>Resources</p> <p>Picture storybook, <i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i> by Judith Viorst, illustrated by Ray Cruz (Paul Harrop 2004 & Aladdin 1987)</p> <p>A selection of music - seek suggestions from music staff</p> <p><i>The Carnival of the Animals</i> by Camille Saint-Saens, (although it is a musical portrait of 13 animals, incl: a graceful swan, a plodding elephant, and darting birds - it also portrays many moods.)</p>	<p>Lesson Format</p> <p>Focus Questions</p> <ul style="list-style-type: none">• What are our up and down times?• What are some good days that we experience?• What are some bad days that we experience? <p>Read <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> – Judith Viorst.</p> <ul style="list-style-type: none">• Discuss: good days and bad days or sunny days and rainy days. <p>Some days are sunshiny days, some are rainy days.</p> <ul style="list-style-type: none">• Can you recall a 'sunshiny' day? Eg:<ul style="list-style-type: none">• <i>when someone shared something with me</i>• <i>when someone remembered my birthday</i>• <i>when my teacher noticed my good work</i>• <i>when something special happened at home</i>• Can you recall a 'rainy' day? Eg:<ul style="list-style-type: none">• <i>when I fought with my friend</i>• <i>when I felt in a bad (unhappy) mood</i>• Make up a list of sunshine words and a list of rainy day words.• Have a selection of music prepared where students can move to lively, music, then to slow music, leading students to realise they can express their feelings through movement and music.



Understanding Myself: 1.4 Being Alive

Lesson 2	Good Times, Sad Times – Jesus Had Them Too
Resources	Lesson Format
<p>Scripture stories: Matthew 4:18 – 20 Luke 24:13 – 35 John 11 John 9</p>	<p>Focus Questions:</p> <ul style="list-style-type: none">• What are some life stories of Jesus?• How do we know that God is with us in our good times and in our bad times? <p>God is loving and caring of us in our good times and bad, helping us to understand that being human brings with it experiences of joy and pain.</p> <ul style="list-style-type: none">• It is through these ups and downs we grow to be the best people we can be. <p>Jesus had some close friends he enjoyed being with. Peter was one of his special friends. <i>Jesus called</i> Peter to follow him</p> <ul style="list-style-type: none">• <i>(Matthew 4:18-20)</i> <p><i>Jesus walked</i></p> <ul style="list-style-type: none">• The Emmaus story <i>(Luke 24:13-35)</i> <p><i>Jesus cried</i> at the death of his friend Lazarus</p> <ul style="list-style-type: none">• <i>(John 11)</i> <p><i>Jesus touched</i> a blind man</p> <ul style="list-style-type: none">• <i>(John 9)</i> <p>What do these stories tell us about Jesus?</p> <ul style="list-style-type: none">• <i>He was sensitive.</i>• <i>He was connected to others.</i>• <i>He had good days and bad days.</i> <p>Students could make and paint cardboard cut-outs depicting the activities of Jesus.</p> <ul style="list-style-type: none">• These could be used in a worship service planned by the class, with the help of the class teacher and the school chaplain.



Understanding Myself: 1.4 Being Alive

Lesson 3	God Is With Me Always
Resources	Lesson Format
<p>DVD/Video/picture storybook: <i>Shrek 1</i></p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What have been some good and bad times in my life?• How was God with me during these times? <p>Read <i>Shrek 1</i></p> <ul style="list-style-type: none">• After the story is read, explore the themes of happy times and sad times presented in the story, by questions about the story. <p>Students then paint/draw a shape/symbol of a happy or sad time.</p> <ul style="list-style-type: none">• Students should first reflect on and enter into the feelings they have had in happy times and sad experiences of life. <p>Being alive means responding to all life situations.</p> <ul style="list-style-type: none">• God is present in all life experiences - the joyful and the sorrowful. <p>Students share with the class what their shape/symbol represents. Close lesson with a prayer. eg:</p> <ul style="list-style-type: none">• Students could put symbols in the centre, then sit in a circle - in turn each one says:<ul style="list-style-type: none">○ <i>'Thank you God for the happy times and the sad times which help me to grow as a person.'</i>



Understanding Myself: 1.4 Being Alive

Lesson 4	Here is My Gift
Resources	Lesson Format
	<p>Focus Questions:</p> <ul style="list-style-type: none">• What are my special gifts?• How can we use our gifts to enjoy and build a better world?• Who are some people we know who use their gifts to help others? <p>Giftedness.</p> <ul style="list-style-type: none">• Each one of us has a God given gift. <p>Allow students to reflect on the things they do well, then write about one thing they would call a gift, eg:</p> <ul style="list-style-type: none">• <i>plays sport well</i>• <i>is very tidy</i>• <i>is very thoughtful and kind</i>• <i>can sing well</i> <p>Teacher may need to help some student to see their special gift.</p> <p>Our gifts are given to us to enjoy and to use for others.</p> <p>Can you name people who use their gifts to help build a better world? Eg:</p> <ul style="list-style-type: none">• <i>Tim Costello (Head of World Vision, Australia)</i>• <i>Dr Fiona Wood (Burns doctor, 2005 Australian of the year.)</i> <p>There are people in your neighbourhood who work to help others.</p> <ul style="list-style-type: none">• Can you find out who they might be and what they do?• What kinds of activities might they do?<ul style="list-style-type: none">• <i>driving elderly to the doctors,</i>• <i>shopping,</i>• <i>visiting the sick and those in prison,</i>• <i>baking biscuits for charity, etc.</i> <p>Teacher and students together compose a prayer, thanking God for the gifts of people who help to build a better world.</p>



Understanding Myself: 1.4 Being Alive

Assessment Ideas

How well did the students:

- Demonstrate an appreciation that God is with us in good times and in bad times through their participation in worship and through their life symbol?
- Demonstrate an understanding that being human brings with it experiences of joy and pain through their reflection and discussion on rainy days and sunny days?
- Demonstrate an understanding about the life activities of Jesus through their response to the gospel stories?
- Demonstrate an understanding that each of us has special gifts through their reflection and discussion on their special gifts and the gifts of others in the community?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of their up and down times?
- Enable the students to articulate their insights into being alive and the presence of God in their good and bad times?
- Deepen student's knowledge and connection to Jesus' story and his good and bad days?
- Encourage students to question, think, explore, share and contribute to inquiry into being alive and to make connections to their life?



Understanding Myself: 1.5 Trust

Student Objectives

That students will

- Develop a sense of trust in others and learn that the community is built on trust.
- Learn that to betray trust is to seriously damage a relationship.
- Learn that God has trusted us all with life and all of creation (the world) to be cared for.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Integrity
- Honesty and trustworthiness

Opening Statement for the Unit

In this unit we will learn about trust and why this is important in our lives and in our community. We will think about the trust that God has placed in us and about how we can trust God to be with us always.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

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Understanding Myself: 1.5 Trust

Lesson 1	You Can Count On Me
Resources	Lesson Format
<p><i>The Boy Who Cried Wolf</i> A short version of this story can be found on the following website: www.storyarts.org/library/aesops/stories/boy.html</p> <p>or</p> <p><i>Fox</i> – Margaret Wild and Ron Brooks Allen & Unwin 2000 ISBN 1 86448 933 2</p> <p>Plain paper for drawing</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What is trust?• When have I been trusted to do something important? <ul style="list-style-type: none">• Read or tell story of <i>The Boy Who Cried Wolf</i>.<ul style="list-style-type: none">- What job did the boy have to perform?- Why was the boy's job important?- Do you think he did his job well? Why/why not?- How could he have done his job better?- Why wasn't his joke funny in the end?• Ask students to share any experiences they have had when a joke didn't turn out to be funny.• Return focus to the story of "The Boy Who Cried Wolf."<ul style="list-style-type: none">- What was the boy trusted to do?- What does it mean to be trusted? <p>OR</p> <ul style="list-style-type: none">• Read <i>Fox</i><ul style="list-style-type: none">- Did Magpie trust Dog? Why?- How did Magpie show that she trusted Dog?- Did Magpie trust Fox? Why / Why not?- How did Fox get Magpie to trust him?- How did Fox betray Magpie's trust in him?- What happened to Magpie and Fox in the end?- How did Magpie show her trust in Dog and her care for Dog in the end?• Ask students to think of a time they were trusted to do something important. Invite students to share their stories.<ul style="list-style-type: none">- When have you been trusted to do something important?- What were you trusted with?- How did it feel to know you were trusted with something so important?- Were you able to live up to the other person's trust?• Write the word trust on the whiteboard.<ul style="list-style-type: none">• Ask students to brainstorm as many words as they can that relate to trust. List on the whiteboard.• Students use these words/ideas to write their own meaning of trust.<ul style="list-style-type: none">• They then rewrite it and illustrate it on plain paper to be displayed in the classroom.



Understanding Myself: 1.5 Trust

Lesson 2	A Situation of Trust
Resources	Lesson Format
<p>Strips of paper</p> <p>Poster paper</p> <p><i>Trust</i></p> <p>Worksheet 1</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• In what situations am I trusted?• Why is trust important in our community? <ul style="list-style-type: none">• Review <i>Trust</i> pictures from Lesson 1.<ul style="list-style-type: none">• Ask students if they have any other ideas about trust.• Ask students to reflect on everyday situations in which they are trusted. List them on strips of paper, eg:<ul style="list-style-type: none">- <i>complete homework</i>- <i>perform chores at home</i>- <i>play correctly in playground</i>- <i>keep a secret, etc.</i>• Lay the strips on the floor for the class to see.<ul style="list-style-type: none">- Ask for a volunteer to put 2 or 3 of the strips that they think belong together to form a group.<ul style="list-style-type: none">○ Student must say why they put them together.- Ask for another volunteer to put some different strips together to form a different group.<ul style="list-style-type: none">○ Again, they must say why they put them together.- This process continues until all strips have been placed in groups.<ul style="list-style-type: none">○ Some strips may be added to groups that have already been formed.- Once all strips have been accounted for, students must decide on titles for each of the groups.• Each of the groups are then stuck onto poster paper and decorated for display in the classroom.<ul style="list-style-type: none">○ This should be done in small groups, focusing on working together.• As a class, look at completed posters. Discuss what can be learnt about trust from them.<ul style="list-style-type: none">- What conclusions can be drawn?- What have we discovered?• Ask students to reflect on everyday situations in which they are trusted. List examples on the whiteboard. Ask students to focus on situations at home, school and with friends.• Students then fill in Trust Situations Worksheet 1. Students may choose to illustrate and decorate their worksheet appropriately.



Understanding Myself: 1.5 Trust

Lesson 3	People I Can Count On
Resources	Lesson Format
Plain paper for drawing	<p>Focus Questions</p> <ul style="list-style-type: none">• What makes a person trustworthy?• What do people have to do to earn trust?• What makes a person untrustworthy? <ul style="list-style-type: none">• Lead a class discussion based on the following questions:<ul style="list-style-type: none">- What makes a person trustworthy?- What do people have to do to earn trust?- What makes a person untrustworthy?• List ideas/thoughts/qualities on whiteboard.• Ask the following question:<ul style="list-style-type: none">- Can you trust a stranger?- Have you ever trusted a stranger?• Invite students to share stories of times they have trusted someone they didn't know very well.<ul style="list-style-type: none">- Who are people who automatically receive a certain level of trust, even if we don't know them well?<ul style="list-style-type: none">▪ <i>Eg, police, judges, teachers, doctors, nurses, etc.</i>- What qualities/characteristics do these people have?- Compare these qualities to the ones listed earlier in the lesson.- Who are the people we trust the most?• Students write the heading "<i>People I Can Count On</i>" on the top of an A4 piece of paper.<ul style="list-style-type: none">• Students then trace around their hand on the sheet of paper.• In each of the fingers, they write the names of five people they can trust.• On the sheet, they then write why they can trust each of these people.



Understanding Myself: 1.5 Trust

Lesson 4	We Can Trust in God
Resources	Lesson Format
<p>Bible stories: <i>Luke 5:1-13</i> <i>Matthew 9:27-30</i> <i>Matthew 14:28</i> <i>Matthew 6:7-15</i> <i>Mark 14:32 - 46</i></p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What are some events in the life of Jesus that teach us about trust?• How can we show trust in God in our lives? <ul style="list-style-type: none">• Read stories about trust relating to Jesus from the gospels.<ul style="list-style-type: none">- Jesus calls the Apostles<ul style="list-style-type: none">• (<i>Luke 5:1-13</i>)- Two blind men<ul style="list-style-type: none">• (<i>Matthew 9:27-30</i>)- Peter walks on water<ul style="list-style-type: none">• (<i>Matthew 14:28</i>)- Jesus trusted his Father<ul style="list-style-type: none">• (<i>Matthew 6:7-15</i>)- The disciples fall asleep in the garden while Jesus prays<ul style="list-style-type: none">• (<i>Mark 14:32 - 46</i>)• For each of the stories, focus on the following questions:<ul style="list-style-type: none">- Who was asking for trust in this story?- Was their trust respected or returned?- How do you think the various characters involved felt?- What can we learn about trust from these stories?• Lead students to appreciate that we can trust God, even when it is hard to and we don't understand things.<ul style="list-style-type: none">• We can ask God to help us through prayer.



Understanding Myself: 1.5 Trust

Lesson 5	My Trust Response
Resources	Lesson Format
<p><i>Trust</i> Worksheet 2</p>	<p>Focus Question</p> <ul style="list-style-type: none">• What have we learned about trusting people and being trusted?• Review the activities completed in the previous lessons.• Students fill in the Trust Response Worksheet 2:<ul style="list-style-type: none">• In the sheet, the students write responses to the following leading questions:<ul style="list-style-type: none">• I trust people who• People trust me because• Trust is• When I'm trusted I feel• When my friends respect my trust I feel• I trust people when• I don't trust people who• Share various responses as a whole class.• As a final reflection, ask students to write their own short prayer focusing on trust.<ul style="list-style-type: none">• Volunteers may like to share their prayer.



Understanding Myself: 1.5 Trust

Assessment Ideas

How well did the students:

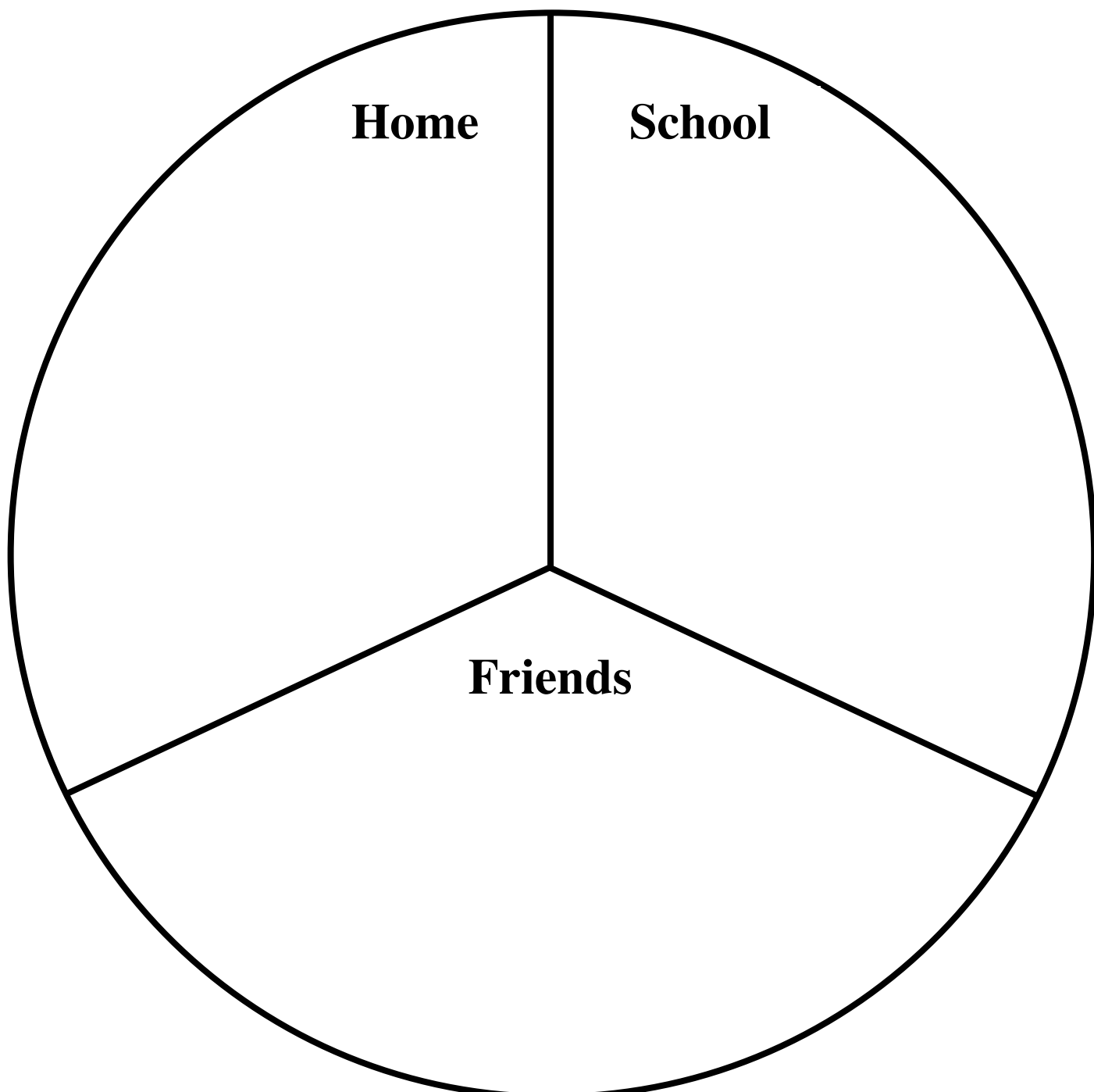
- Demonstrate an awareness of trust in others through their reflection on what it means to be trusted and through their 'People I Can Count On' activity?
- Demonstrate an appreciation of the importance of trust in our community through their 'Trust Situations worksheet'?
- Demonstrate an awareness of the trust that God has placed in us through their Trust Situations discussion and through their prayer?
- Demonstrate an awareness that to betray trust is to seriously damage a relationship through their reflection on and response to 'The Boy Who Cried Wolf' and/or 'Fox'?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of 'trust' in their life?
- Enable the students to articulate their insights and response to being trusted and trusting others?
- Deepen student's knowledge and connection to Jesus' story and his examples of trust?
- Encourage students to question, think, explore, share and contribute to inquiry into 'trust' and to make connections to their life?

Trust Situation



Understanding Myself: 1.5 Trust

Worksheet 2

I trust people who....

People trust me because....

Trust is...

When I'm trusted I feel...

Trust

I trust people when...

When my friends respect my trust I feel...

I don't trust people who...



Understanding Other People: 2.1 My Family

Student Objectives

That students will

- Value the importance of family in their life.
- Recognise that they grow and learn in family.
- Identify the gifts of their family members and of themselves.
- Recognise that we are a part of the wider family of the faith community and of the world.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Integrity
- Respect
- Responsibility

Opening statement for the unit

In this Unit we are going to be learning about family – our own family, our community and world family. Let's close our eyes for a moment and think about our family. Think about how special they are to you and think about how you feel about having a family.

Notes for the teacher:

- *The definition of family needs to remain broad so that a variety of family units can be reflected.*
- *'Family' could be 'the ones I live with and who care for me'.*

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

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Buddhism ISBN 0 431 14999

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Understanding Other People: 2.1 My Family

Lesson 1	We are Family
Resources	Lesson Format
<p>'An Angel for Solomon Singer' – Cynthia Rylant Orchard Books, New York ISBN 0-531-07082-4</p> <p>Chart paper.</p> <p>Paper and envelope for students to write their own secret message.</p>	<p>Focus questions</p> <ul style="list-style-type: none">• Why is it important to be part of a family?• How does my family love and care for me? <ul style="list-style-type: none">• Read 'An Angel for Solomon Singer' by Cynthia Rylant.• We are going to read the story 'An Angel for Solomon Singer'.<ul style="list-style-type: none">○ This story is about Solomon Singer who was lonely and dreamed of the things he loved and missed.○ See if you can notice what are the things that Solomon Singer wished he still had.<ul style="list-style-type: none">▪ <i>Beautiful balconies</i>▪ <i>A fireplace</i>▪ <i>A porch swing</i>▪ <i>A picture window for watching the birds</i>▪ <i>A cat or a dog</i>▪ <i>A yellow or purple wall</i>▪ <i>Fields</i>▪ <i>Stars</i>▪ <i>The sound of crickets</i><ul style="list-style-type: none">○ <i>Solomon Singer missed his HOME and his FAMILY.</i>



Understanding Other People: 2.1 My Family

- See if you can notice how he finds them again – who helps Solomon Singer feel happy again? How does this happen?
 - *Smiling waiter*
 - *Quiet voice*
 - *Greeting ‘Good evening, sir’*
 - *Delicious food and generosity (free cup of coffee)*
 - *An invitation to come back again*
 - *The smiling-eyed waiter who was glad to see him, glad to have him and told him to come back again*
 - *Solomon Singer started feeling good about himself and the city he was in*
 - *Solomon Singer started feeling friendly towards others, because someone had been friendly and welcoming to him*
 - *The smiling waiter and the Westway Café made him feel at home. He remembered his home and his parents who always welcomed him back.*
 - *And now, Solomon Singer is able to smile and welcome others as well.*
- Discuss: Why is it important to be part of a family?
 - *Someone cares for us*
 - *Someone loves us*
 - *We feel safe*
 - *We feel happy*
 - *We can share fun times and happy times*
 - *We can share sad times*
 - *We celebrate together*
 - *We pray together*
 - *We grow and we learn in a family*
 - *We are not lonely*
 - *We have a home to live in*
- Students reflect on and discuss in groups of 3: ‘How does my family love and care for me?’
 - *Live in a house*
 - *Take care of each other by sharing*
 - *Talk to each other*
 - *Have fun together, play games together, watch TV together*
 - *Go out together*
 - *Do jobs around the house to help out*
 - *We hug and kiss each other*
 - *We look after each other when someone is sick*
 - *Tell family stories*
 - *We keep each other safe*





Understanding Other People: 2.1 My Family

- List responses on chart paper and display.
- Task: How do I care for my family? Do one thing tonight that helps you know that you care for your family.
- Write it down now, do it tonight, notice it yourself even if no one in your family notices.
- Students write a personal message to themselves – something that they will do for their family tonight that shows that they care.





Understanding Other People: 2.1 My Family

Lesson 2	Who am I?
Resources	Lesson Format
<p>Worksheet 1 enlarged for group discussion.</p> <p>Worksheet 1 Individual response sheet for students.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What do we learn about ourselves through our family? • How does our family help us to grow? <ul style="list-style-type: none"> ▪ Students share what they did to care for their family (if they want to). ▪ Discuss: What did you find out about YOURSELF when you did that caring act for your family? <ul style="list-style-type: none"> ○ <i>I felt good</i> ○ <i>It made me happy to see my family happy</i> ○ <i>It made understand how special my family is to me</i> ○ <i>It made me feel lucky to have a family</i> ○ <i>It helped me understand that caring for others helps you be a better person yourself</i> ○ <i>It helped me understand that caring and loving my family helps me to learn and grow</i> ▪ What else do we learn about ourselves in our family? How does our family help us to learn and to grow? <ul style="list-style-type: none"> ○ <i>We learn to walk, talk, eat, play, dress ourselves, etc (body)</i> ○ <i>We learn to be kind, to share, to do good things, to do right, to be honest, to be helpful, to care, to pray, to be thankful, to be happy, to be sad etc. (heart)</i> ▪ Teachers may wish to enlarge worksheet 1 and use it to chart students responses to the above discussion. <div style="text-align: center;">  <p><i>I learn and grow in my family</i> <i>My body learns and grows... My heart learns and grows...</i></p>  </div> <ul style="list-style-type: none"> ▪ Students write or draw the body and heart learning and growing that they have done in their family. (Worksheet 1).



Understanding Other People: 2.1 My Family

Worksheet 1

I learn and grow in my family




My body learns and grows



My heart learns and grows




Understanding Other People: 2.1 My Family

Lesson 3	Sharing Gifts
Resources	Lesson Format
 <p>Students need to bring a family photo to school.</p> <p>System cards or post-it-notes or any individual cards – a set for each student to write words that describe people in their family.</p> <p>Strip card of paper for students to write their family prayer.</p> <p>Poster paper for each student to create their family poster.</p> <p>Glue for students to paste family photo and word cards on poster.</p> <p>Candle for prayer/reflection time.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What are the special gifts of the people in my family? • What are my special gifts? How do I share these with my family? <ul style="list-style-type: none"> ▪ Brainstorm with whole class words that could describe the special things we notice about people. <ul style="list-style-type: none"> ○ <i>eg caring, funny, hard worker, friendly, sharing, creative, smart etc.</i> ▪ Students bring a family photo to school (this could include extended family as well). ▪ In pairs, name the people in your family (including yourself) to your partner. ▪ Say one thing that is special about that person (including yourself). <ul style="list-style-type: none"> • Use words from the list if needed. • Talk about how that person shares their gift (including yourself). ▪ Write that word on a separate card provided. ▪ Individually students construct a family poster using the photo and the word cards for the members of their family. <ul style="list-style-type: none"> • Give students the opportunity to be creative, to use colour, words, symbols – anything that reflects their family. ▪ Students write a prayer for their family on a strip card to place under the poster. (Dear God...) <ul style="list-style-type: none"> • <i>Teacher might wish to invite students to talk about their prayer and their thoughts about their family before writing.</i> <p>Reflection and Prayer</p> <ul style="list-style-type: none"> ▪ Share the family prayers <ul style="list-style-type: none"> • Light a candle, sit in a circle, invite students to pray their prayer or just read it to themselves and think about the special gift of their family. ▪ Display posters and prayers in classroom. <ul style="list-style-type: none"> • Teacher could model the above process for the students by talking about her/his own family and genuinely participating in prayer and reflection with the students.



Understanding Other People: 2.1 My Family

Lesson 4	You're Like Family to Me
Resources	Lesson Format
<p>Worksheet 2 for small group discussion and recording.</p> <p>Worksheet 2 enlarged for whole class discussion and recording.</p>	<p>Focus questions</p> <ul style="list-style-type: none">• What is the bigger family that we all belong to?• How do we make our community and our world a better place?  <ul style="list-style-type: none">▪ Our CLASSROOM family▪ Our COMMUNITY family▪ Our WORLD family <p>What did we learn from our thinking about our own families?</p> <ul style="list-style-type: none">▪ <i>We love and care for each other</i>▪ <i>We grow in body and in heart</i>▪ <i>We have special gifts that we share</i> <p>If our classroom is like a family, what do we need to do as a class?</p> <ul style="list-style-type: none">▪ <i>We need to love and care for each other</i>▪ <i>We need to help each other grow in body and in heart</i>▪ <i>We need to notice and celebrate every person's special gifts</i> <p>How can we do all of these things in our classroom?</p> <ul style="list-style-type: none">▪ Students work in groups of 3 to sort out how they can SHOW they care and love each other; HELP each other grow and learn; CELEBRATE each person's special gifts. (Worksheet 2).▪ Write or draw one practical idea for each.▪ Class shares and lists the practical ideas for each section of the worksheet.<ul style="list-style-type: none">• Teachers might wish to enlarge worksheet 2 to record student responses and then display it and refer to it at times throughout the term.• Teachers might discuss when and how these ideas could be implemented and create an action plan with students. <p>How can we do all of these things in our community and in our world?</p> <ul style="list-style-type: none">▪ From the response sheet, talk about how the ideas can also happen in the church/school community and in the world.<ul style="list-style-type: none">• <i>Eg In our community we can try to be like Solomon Singer and welcome people, appreciate the people we live near, be friendly to people etc.</i>• <i>In our world we need to care about the environment, we can respond to people who need our help through fund-raising, we can pray for peace in our world etc.</i>



Understanding Other People: 2.1 My Family

Worksheet 2

In our **CLASSROOM FAMILY** we


- *SHOW* we care and love each other by:

- *HELP* each other grow and learn by:

- *CELEBRATE* each person's special gifts by:



Understanding Other People: 2.1 My Family

Lesson 5	Tell me a story	
Resources	Lesson Format	
<p>Stories from suitable children's bible.</p> <p><i>Matthew 2:7 – 12</i> <i>Luke 2:21 – 36</i> <i>Luke 2:41 – 52</i> <i>John 11:28 – 38</i></p> <p>Chart paper to write lessons learned.</p> <p>Worksheet 3: Personal reflection sheet for each student to write his/her 'family to-do list'.</p> <p>Worksheet 4: Prayer on card for students to pray together.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does Jesus' story teach us about love, care and acceptance of others?  <p style="text-align: center;">BIBLE STORY</p> <p>Matthew 2:7 – 12 Angels, shepherds, magi bring presents to celebrate the birth</p> <p>Luke 2:21 – 36 Temple – blessing of Jesus by Simeon</p> <p>Luke 2:41 – 52 Jesus lost in the Temple</p> <p>John 11:28 – 38 Jesus weeps over the death of a friend</p> <p>Students work in 4 groups (1 group for each of the bible stories)</p> <ul style="list-style-type: none"> ○ Read the scripture story ○ Talk about what happened in the story ○ Re-tell the story to the class ○ Class discussion: What lesson do we learn from the story? ○ Record the lessons on chart paper. <p>What do these stories tell us about family through the life of Jesus?</p> <ul style="list-style-type: none"> • <i>God participates in family life</i> • <i>Families have dignity</i> • <i>Family is a place for sharing joy, ordinariness</i> • <i>Family is a place to learn things</i> <p>How do we show this in our family?</p>	<p style="text-align: center;">FAMILY STORY</p> <p>Birth – visit hospital – marvel at a new baby</p> <p>The birth of a child brings joy to relatives and friends. They express their hopes for the child and wonder what the future will bring.</p> <p>Parental concern – it is a parent's responsibility to care for their children. Loving parents are always watching out for their children.</p> <p>A true friend will be saddened by any sickness or death.</p>



Understanding Other People: 2.1 My Family



From the lessons learned chart, students write a family 'to-do' list for themselves: (Worksheet 3)

- Eg In my family I will...
- Students share their 'to-do' list with a partner.
- Students could add their 'to-do' list to their family poster if they wish.

Invite students to pray the following prayer together. (Worksheet 4).

Prayer:

Dear Jesus,

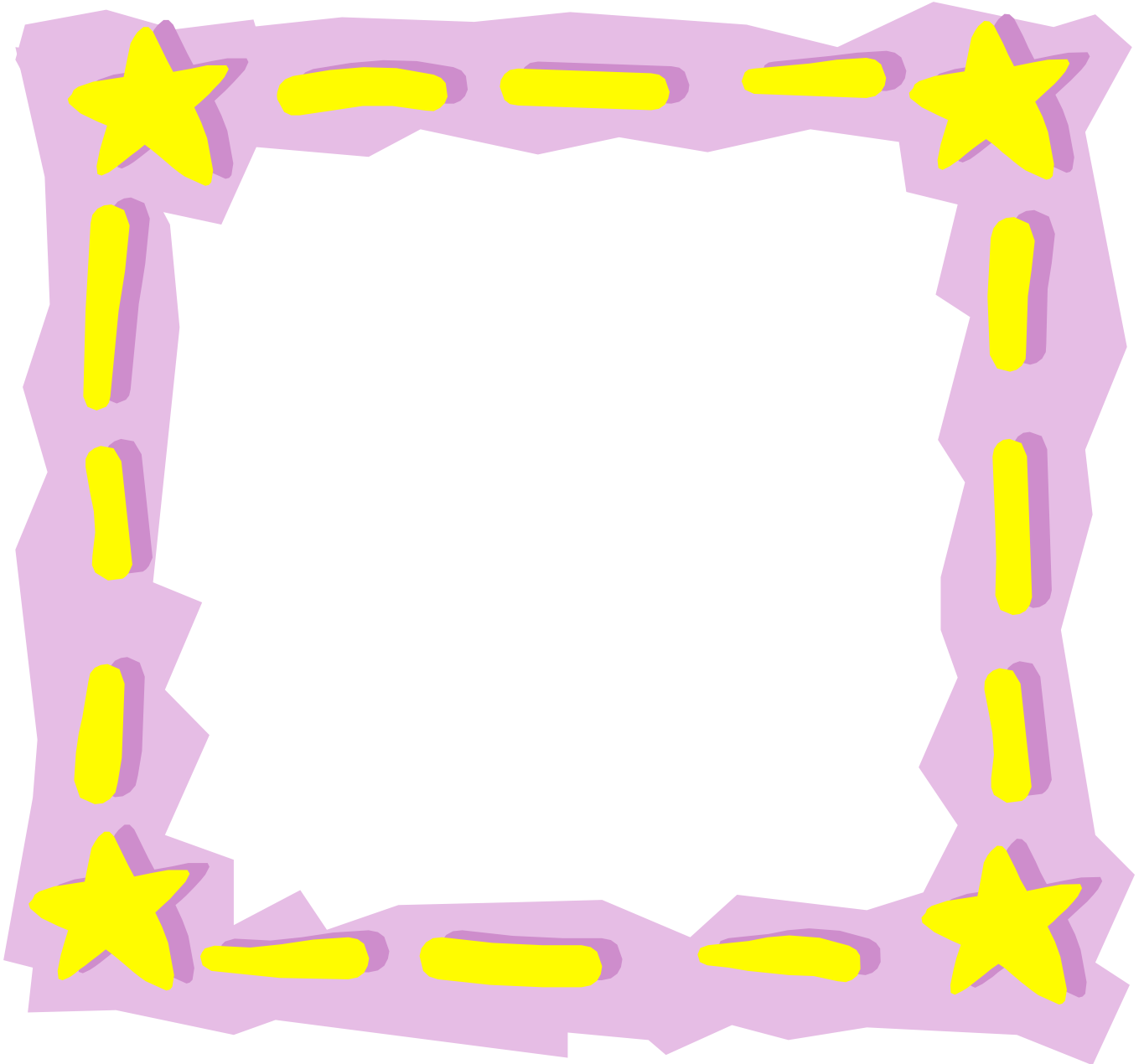
You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.



Understanding Other People: 2.1 My Family

Worksheet 3

My Family To-Do List





Understanding Other People: 2.1 My Family

Worksheet 4

(Copy and cut – 1 prayer card for each student)

<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>	<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>
<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>	<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>
<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>	<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>
<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>	<p><i>Dear Jesus, You were born into a family and grew up learning about the people of your clan. We thank you for our family and ask you to bless them for the care that they show. Amen.</i></p>



Understanding Other People: 2.1 My Family

Assessment Ideas

How well did the students:

- Demonstrate that they value the importance of family in their lives through their discussion, suggestions, insights, and choice of the caring act in their secret message?
- Demonstrate their understanding that they grow and learn in family through their reflection on their caring act and through their body/heart poster?
- Identify the gifts of themselves and their family members? Did their prayer and reflection demonstrate their appreciation of these gifts?
- Demonstrate their awareness of their wider community and their world through their group discussion and feedback and through their practical suggestions for action?
- Demonstrate that they were able to make connections between the stories of Jesus' life and their life through their family 'to-do' list?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of family in their life?
- Enable the students to articulate their insights and response to the gift of family?
- Deepen student's knowledge of and connection to Jesus' story?
- Encourage students to question, think, explore, share and contribute to inquiry into family and to make connections to their life?



Understanding Other People: 2.2 Love

Student Objectives

That students will

- Recognise that they are loved by the people in their lives, by their faith community and by God.
- Become familiar with Jesus' commandment to 'love one another as I have loved you'.
- Develop an understanding that they too have a responsibility to love others.
- Deepen their appreciation of the ways that they can demonstrate love for others.
- Learn how the Uniting Church lives the message of Jesus' love.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Respect
- Responsibility
- Care and compassion

Opening Statement for the Unit

In this unit we are going to be thinking about how good it is that we have people in our lives who love us. We're also going to be thinking about how much God loves us and we will learn about Jesus' message to love one another. We'll find out what Jesus is asking us to do and together we'll work out how we can show our love for others.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources:

Teacher Reference

www.reonline.org.uk

(go to People of Faith)

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

www.evansbooks.co.uk

Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5


Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



Understanding Other People: 2.2 Love

Lesson 1	I Am Loved
Resources	Lesson Format
<p>‘Koala Lou’ – Mem Fox ISBN 0-15-200076-3</p> <p>Song and lyrics ‘Circle of Life’ from ‘The Lion King’.</p> <p>Worksheet 1 ‘My Circle of Life’.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • Who are the people who love me? • How do I feel when I know that someone loves me? • How do I respond to people who love me?  <p>Read Koala Lou to the students:</p> <ul style="list-style-type: none"> • We’re going to read Koala Lou. <ul style="list-style-type: none"> ○ Koala Lou is the story of a little koala who longs to hear her mother tell her that she loves her. ○ See if you can work out why Koala Lou needs to hear her mother tell her that she loves her. <ul style="list-style-type: none"> • <i>If she hears her mother say it, then she knows that she loves her</i> ○ Notice all the people that do love Koala Lou. <ul style="list-style-type: none"> • <i>The other people in the story, including her rival, Koala Klaws.</i> • <i>These people love her even though they don’t tell her all the time.</i> ○ Think about how Koala Lou feels and how her mother feels at the end. <ul style="list-style-type: none"> • <i>They both know that they are loved, even if it is not said, but it is good to hear it and feel it with a hug now and then.</i> ○ What message about love do you get from this story? <ul style="list-style-type: none"> • <i>We are loved even when people don’t tell us every minute that they love us.</i> • <i>It is good to tell people that you love them and to give them a hug or a sign of your love.</i> • <i>People love us in different ways.</i> • <i>People we don’t even know well love us.</i> • Sing ‘Circle of Life’ from ‘The Lion King’. <ul style="list-style-type: none"> • <i>All of us have a different journey</i> • <i>We all need each other to share our troubles and our hopes.</i> <ul style="list-style-type: none"> • <i>Extension notes for the teacher:</i> This song is a celebration of the jungle animals welcoming the new lion, Simba (the new king). Simba is anointed/blessed in this scene. Since this lion is destined to be the new king, this scene is almost a baptism. It is an initiation and blessing of the new child. There are certain parallels between this and Jesus’ presentation in the temple, if you would like to explore the connection.



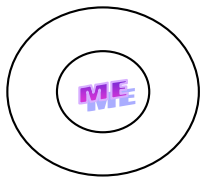
Understanding Other People: 2.2 Love

Who is in my circle of life?

Who are the people who love me?

- Brainstorm and list words for all the people who love me
 - *Eg mum, dad, brother, sister, grandma, grandpa, aunty, uncle, cousin, neighbour, teacher, friend, sports coach, pastor, my pet, etc.*
 - Have prepared circle of life sheet (worksheet 1)
 - Students construct a 'circle of life' of the people who love them using the list words and writing/drawing them in the circles – closest circle to ME – family, next outer circle – friends, next outer circle – community/world etc. (*more circles will need to be added to worksheet 1*).

eg



Discuss

- How do I feel when I know that someone loves me?
 - List words/feelings
 - *Eg happy, safe, grateful*
 - *etc*
- How do I respond to people who love me?
 - List responses
 - *Eg I love them back*
 - *I care about them*
 - *I think about them*
 - *I want to make them happy*
 - *etc*

God loves me. How do I know this in my life?

How would I represent God in my circle of life?

- Students work in pairs
 - Discuss with your partner how you know that God loves you? (*Give students the following trigger statement to assist their discussion*)
 - I know God loves me because he gave me:
 - *A beautiful world*
 - *A loving family*
 - *Caring friends*
 - *Etc*



Understanding Other People: 2.2 Love

- Discuss with your partner how you might show this on your circle of life.
 - Somehow show that God's love for me is in all the people who love me.
 - *Colour them with God's love*
 - *Place the 'circle of life' inside the beauty of the world.*
 - *Use words from the lists to build up a word picture of God's love for us*

(Teacher will need to demonstrate and give examples of possibilities in order to assist students with their discussion.)

Students sit in a circle and share their circle of life and how God is a part of it for them.

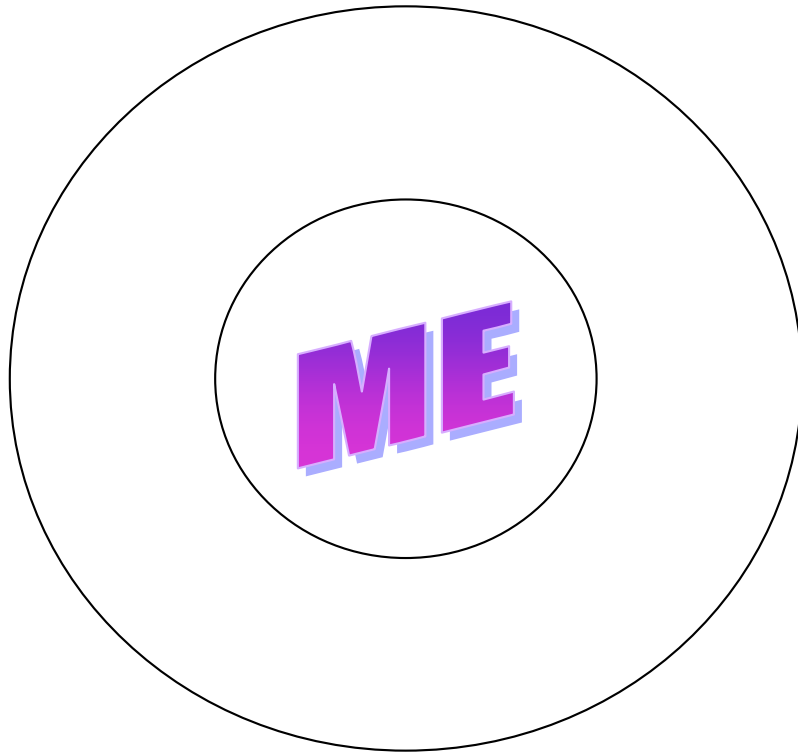


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Understanding Other People: 2.2 Love


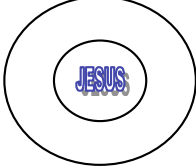
Worksheet 1

MY CIRCLE OF LIFE





Understanding Other People: 2.2 Love

Lesson 2	Love One Another
Resources	Lesson Format
<p>'Listen! – Themes from the Bible retold for Children' by A.J. McCallen Collins Liturgical Publications, 1976. ISBN 0 00 599528 X Or Other suitable Bible for children</p> <p>Gospel stories: The Good Samaritan (Luke 12) <i>(Listen, page 115)</i></p> <p>Jesus heals the man who was paralysed (Mark 2:1-12) <i>(Listen, page 152)</i></p> <p>Finding of child in the temple (Luke 2:41-52) <i>(Listen, page 56)</i></p> <p>The fisherman (Mark 1:16-20) <i>(Listen, page 60)</i></p> <p>Feeding of the five thousand (Mark 8:1-10) <i>(Listen, page 71)</i></p> <p>Jesus' Circle of Life (Worksheet 2)</p> <p>Gospel story of Jesus commandment to love one another. (John 15:9-17)</p>	<p>Focus questions</p> <ul style="list-style-type: none"> Who are the people I love? What do I learn from Jesus' message to love one another? <p>Students revisit their 'circle of life' of the people who love them.</p> <ul style="list-style-type: none"> Consider who are the people I love? Place two-way arrows with the people I love. Add others that might not already be on the 'circle of life'. <p>Who are the people that Jesus loved and loved him?</p> <ul style="list-style-type: none"> Teacher and students jointly construct a Circle of Life for Jesus:  <p>In pairs, students read simple, illustrated Gospel stories of Jesus' love for others and their love for him.</p> <ul style="list-style-type: none"> The Good Samaritan (Luke 12) – <i>why does Jesus tell this story, what is his message about loving others?</i> Jesus heals the man who was paralysed (Mark 2:1-12) Finding of child in the temple (Mary and Joseph) (Luke 2:41-52) The fisherman (Peter, Andrew, James, John) (Mark 1:16-20) Feeding of the five thousand (Thousands came to listen to him) (Mark 8:1-10) <ul style="list-style-type: none"> Students work in pairs to read and discuss story and decide how to present it to the rest of the class. Students also discuss the message of the story for them. <p>Students present Gospel stories to rest of the class and include the message of the story for them.</p> <ul style="list-style-type: none"> Teacher could provide a 'frame' for the story to assist students with their retell. <ul style="list-style-type: none"> eg The story is about..... The story helps us to learn that.....The people in Jesus' Circle of Life are..... Students place the people in the story on the Circle of Life for Jesus (Worksheet 2) 



Understanding Other People: 2.2 Love

Reflection and Prayer:

- Shared reading of Gospel story of Jesus commandment to love one another. (John 15:9-17)

Reflection:

- What is Jesus asking us to do?
- What does it mean to 'Love one another as I have loved you'?

Prayer:

- Invite students to sit in a circle, light a candle and to pray the following prayer together: (Worksheet 3 – copy and enlarge)
- *(Alternatively, teachers might wish to invite students to spontaneous prayer).*

Introduction:

- We have listened to the story of Jesus telling his friends to love one another. Let us pray together that we shall be able to grow in love.

Dear God,

We thank you for the people who love us, especially our family and friends. We thank you for the world, our neighbourhood, our homes and pets. We know that all these gifts are a sign of your love for us.

We thank you for Jesus who lived a life of love for others.

We ask you to help us become more loving of others, and to help us to know your love in the circle of our life.

Amen.

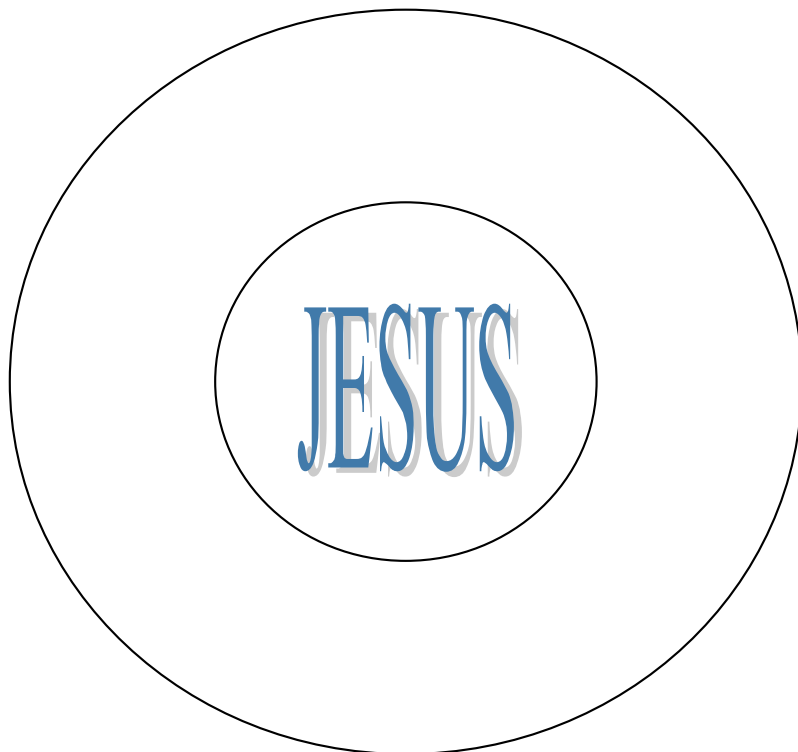


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Understanding Other People: 2.2 Love

Worksheet 2

JESUS' CIRCLE OF LIFE





Understanding Other People: 2.2 Love

Worksheet 3
(Copy and enlarge)

Dear God,
We thank you for the people who love us, especially
our family and friends.

We thank you for the world, our neighbourhood, our
homes and pets. We know that all these gifts are a
sign of your love for us.


We thank you for Jesus who lived a life of love for
others.

We ask you to help us become more loving of others,
and to help us to know your love in the circle of our
life.

Amen.




Understanding Other People: 2.2 Love

Lesson 3	Reaching Out to Others
Resources	Lesson Format
<p>Printed information about church appeals, projects, activities.</p> 	<p>Focus questions</p> <ul style="list-style-type: none">• How do we care for and love others in our world?• How does our church community do what Jesus asks of us to ‘love one another’?• How do I participate in this work? <p>Students discuss ways that we can respond to Jesus’ commandment to ‘love one another’ (recall reflection responses from previous lesson).</p> <ul style="list-style-type: none">▪ <i>Visit elderly people in nursing homes</i>▪ <i>Be helpful and kind to people</i>▪ <i>Be caring of our family and our friends</i>▪ <i>Write a note</i>▪ <i>Help a neighbour</i>▪ <i>Share happy times with people</i>▪ <i>Share sad times with people</i>▪ <i>Simply, attend a birthday gathering for your grandparent</i>▪ <i>Share life with people</i>▪ <i>Raise money for appeals</i>▪ <i>Pray for people in need</i>▪ <i>Send messages of support to people in need</i> <p>Students investigate how the Uniting Church responds to the call to love one another.</p> <ul style="list-style-type: none">○ In groups, work out ways that they can find out about Church activities.<ul style="list-style-type: none">▪ <i>Eg the internet, ask parents, ask Church workers.</i>○ Read material provided by teacher on one church activity / project / appeal.<ul style="list-style-type: none">▪ <i>Teachers will need to research material on the Uniting Church website and other resources to find current appeals, programs etc that are relevant and appropriate for student participation.</i>▪ <i>Teachers might also wish to invite guest speakers from the Uniting Church as a resource and link to the Church community.</i>○ Students present their information to the class. <p>Class decides on ways that they could participate in the work of the church community.</p> <ul style="list-style-type: none">○ Nominate a project/appeal/activity to support.



Understanding Other People: 2.2 Love

Lesson 4	Planning Action
Resources	Lesson Format
Planning worksheet 4	<p>Focus questions:</p> <ul style="list-style-type: none">• What action/project shall we engage in as a class to show that we love others?• What planning and preparation do we need for this project? <p>Students revisit the project/appeal that they decided to support and participate in (previous lesson).</p>  <p>Students work in groups to discuss:</p> <ul style="list-style-type: none">▪ Planning needed (Worksheet 4)<ul style="list-style-type: none">○ Who to contact○ How to participate<ul style="list-style-type: none">• Offer your time• Write letters• Pray together• Cook something• Fund-raise• etc <p>Students might:</p> <ul style="list-style-type: none">✓ participate in groups on different projects <i>or</i>✓ participate in groups on the same class project, but maybe in different ways <i>or</i>✓ participate in groups on the same project in agreed ways by the class. <p>Students share their discussions and decision about how they want to participate.</p>



Understanding Other People: 2.2 Love


Worksheet 4

PLANNING FOR ACTION

APPEAL / PROJECT	WHAT IS NEEDED?	WHO TO CONTACT	WHAT CAN WE DO?



Understanding Other People: 2.2 Love

Lesson 5	Taking Action
Resources	Lesson Format
<p>Love One Another Worksheet 5</p>	<p>Focus questions</p> <ul style="list-style-type: none">• How do we carry out our project?• How do we continue to be involved and show our love to others? <p>Students participate in the appeal/project, using their plan of action.</p> <p>In the same groups as did the planning and participation, students reflect on their work:</p> <ul style="list-style-type: none">• What have we learned through our participation in the work of the Uniting Church?• What have we learned about loving others and loving God?• How have we loved God through this work?• How have we experienced love through this work? <p>Students record their answers.</p> <p>Whole class sharing of responses on a poster. (Worksheet 5)</p> <p>LOVE ONE ANOTHER – together we learned...</p> 



Uniting Church in Australia
Come and See
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Understanding Other People: 2.2 Love

Worksheet 5
(Copy and enlarge)

LOVE ONE
ANOTHER
together we learned...





Understanding Other People: 2.2 Love

Assessment Ideas

How well did the students:

- Demonstrate that they recognise that they are loved by the people in their lives, by their faith community and by God through their discussion, circle of life diagram, and sharing of their circle of life and the place of God in it for them?
- Demonstrate a connection with Jesus' commandment to 'love one another as I have loved you' through their discussion and presentation of gospel stories and their contribution and response to the meaning of Jesus' commandment to love one another?
- Demonstrate an understanding that they, along with their church community, also have a responsibility to love others through their discussion about the ways that we can respond to Jesus' commandment to 'love one another' and their investigation into how the Uniting Church responds to the call to love one another?
- Demonstrate an appreciation of the ways that they can show love for others through their planning and participation in the work of the church community and their reflection on their experience and their learning?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of 'love' in their life?
- Enable the students to articulate their insights and response to the call to love others?
- Deepen student's knowledge and connection to Jesus' story and commandment to love one another?
- Encourage students to question, think, explore, share and contribute to inquiry into 'love' and to make connections to their life?



Understanding Other People: 2.3 Friends

Student Objectives

That students will

- Appreciate the qualities of friendship.
- Realise that they have the capacity to give and receive friendship.
- Learn that Jesus was loyal to his friends and patient and generous with all people.
- Come to an appreciation that Jesus is a friend to them.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Respect
- Understanding, tolerance and inclusion
- Care and compassion

Opening Statement for the Unit

In this unit we will learn about friendship and about how Jesus is our friend too.

By the end of the unit students will have

- Read the Rainbow Fish.
- Collected images of friendship from newspapers and magazines.
- Written about the best day they have had with friends.
- Read and answered questions about Jesus and his friends from Gospel stories.
- Realized that they have capacity to give and receive friendship.
- Become aware of the loneliness of those who have few friends.
- Been given the opportunity to make positive comments about others.
- Recalled that Jesus was loyal to his friends and patient and generous with all people.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

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www.reonline.org.uk

(go to *People of Faith*)

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

www.evansbooks.co.uk

Student Resources

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Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



Understanding Other People: 2.3 Friends

Lesson 1	That's What Friends Are For
Resources	Lesson Format
<p>Picture Story Book: <i>'The Rainbow Fish'</i> by Marcus Pfister (1992) North South Books, NY (Video available)</p> <p>A3 Cover Paper</p> <p>Magazines & newspapers</p>	<p>Focus Questions:</p> <ul style="list-style-type: none">• What makes a good friend?• Who is your friend?• How do we nurture our friendships?• Why are friends special? <ul style="list-style-type: none">• Read the 'The Rainbow Fish' (or watch video). Discuss the characters in the story, their actions and the moral of the story.<ul style="list-style-type: none">- How did Rainbow Fish feel when he made his friends happy?- What makes a good friend?- Who is your friend?- How do you nurture that friendship?- Why is your friend special?• Brainstorm together statements and captions about friendship.<ul style="list-style-type: none">- Eg, '<i>Friends always</i>'• Cut out pictures from magazines and newspapers that show a friendship situation.<ul style="list-style-type: none">- Glue these pictures on A3 cover paper.- Under the pictures, write one of the captions about friendship that was discussed during the brainstorm session.- These can be displayed around the school or classroom.



Understanding Other People: 2.3 Friends

Lesson 2	Good Friends, Good Stories
Resources	Lesson Format
<p>Writing journal or paper</p> <p>Computer with PowerPoint access</p>	<p>Focus Question:</p> <ul style="list-style-type: none">• Why is it special to share time with a good friend?• The teacher shares a story of a time s/he shared together with a good friend and why it was so special.• The students then write about: <i>'The best day I have had with my friend(s)'</i>.• These stories could then be bound into a book titled <i>'My friends'</i>.<ul style="list-style-type: none">- If the class has computer access, each class member could produce a PowerPoint slide with each story represented and could include scanned photos.• These can be shared between classes.



Understanding Other People: 2.3 Friends

Lesson 3	I Call You Friends
Resources	Lesson Format
<p>Bible stories:</p> <p>Martha and Mary - Friends of Jesus (<i>Luke 10:38-42</i>)</p> <p>I Call You Friends (<i>John 15:14-15</i>)</p> <p>The Wedding at Cana (<i>John 2:1-12</i>)</p> <p>Jesus and Peter (<i>John 2:9-19</i>)</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What did Jesus do and say that showed he was a friend?• How is Jesus a friend to us? <ul style="list-style-type: none">• Teacher <i>tells</i> bible stories of Jesus and his friends, then <i>reads</i> two of them, to give students the experience of hearing scripture:<ul style="list-style-type: none">- Martha and Mary - Friends of Jesus (<i>Luke 10:38-42</i>)- I Call You Friends (<i>John 15:14-15</i>)- The Wedding at Cana (<i>John 2:1-12</i>)- Jesus and Peter (<i>John 2:9-19</i>) <ul style="list-style-type: none">• How is Jesus a friend to them?<ul style="list-style-type: none">- Name the qualities of friendship that could be used to describe Jesus.- What are the words and actions of friendship in these stories?- How did Jesus and his friends share their lives? <ul style="list-style-type: none">• Is Jesus my friend?<ul style="list-style-type: none">- In what ways?



Understanding Other People: 2.3 Friends

Lesson 4	To Give and Receive
Resources	Lesson Format
<p>A4 Posters with students names in the middle</p> <p>One A4 Poster with Jesus name in the middle</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What does it mean to ‘give and receive’ with friends? • In friendship we are challenged to give and receive.<ul style="list-style-type: none">- What does this mean?- Reflect on how you have given and received in your friendship.- Recall how it feels to give - to make someone happy. • Students sit in a circle.<ul style="list-style-type: none">- In front of them is placed a poster with another student’s name printed on it.- On the teacher's signal, they write a positive statement about why that person is or could be a good friend.<ul style="list-style-type: none">• eg, ‘<i>Mark is a good friend because he shares his footy with me</i>’. • Use an agreed upon time limit before the posters are rotated in a clockwise direction, each student adding more positive friendship statements. • One of the posters has Jesus’ name on it, and this rotates around like the other posters.<ul style="list-style-type: none">• ‘<i>Jesus is my friend because.....</i>’



Understanding Other People: 2.3 Friends

Lesson 5	We Celebrate Our Friends
Resources	Lesson Format
<p>Invite Chaplain/local Minister to lead a Chapel service.</p> <p>Candle for each class member.</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• How can we celebrate our special friends? • The class works together on preparing a worship service based around the theme of <i>Friendship</i>. • Students each decorate a candle for a special friend.<ul style="list-style-type: none">- Candles could be decorated in a separate class eg. art class in preparation for the Chapel service. • The Chaplain/Minister helps in selecting a format for the service and appropriate bible readings for the students. • Students write their own prayers for a special friend.<ul style="list-style-type: none">- After they have read out their prayer, they could light a special decorated candle for their friend. • These candles could be given to the friends after the service.



Understanding Other People: 2.3 Friends

Assessment Ideas

How well did the students:

- Demonstrate an appreciation of the qualities of friendship through their discussion and their collection of images of friendship from newspapers and magazines?
- Demonstrate a realization that they have the capacity to give and receive friendship through their exploration of the notion of giving and receiving and through their writing about the best day they have had with friends?
- Demonstrate an awareness that Jesus was loyal to his friends and that he is a friend to us through their discussion and reflection on bible stories?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of what friendship is?
- Enable students to articulate their insights into friendship?
- Deepen students' knowledge and connection to Jesus and his examples of friendship for all?



Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

Student Objectives

That students will

- Develop an understanding of the human experience of wanting to belong, to be included.
- Appreciate the reality that sometimes we will feel left out, feel that we don’t belong.
- Gain deeper insights into Jesus’ acceptance and inclusion of all.
- Develop an understanding of God’s love and inclusion of all, no matter what.
- Gain a deeper appreciation of how to be inclusive of others in their lives.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Understanding, tolerance and inclusion
- Responsibility
- Care and compassion
- Respect
- Fair go

Opening Statement for the Unit

In this unit we will learn about what it means to belong, to be included. We will learn about what happens when we belong or don’t belong and how that feels. We will also learn about how Jesus always included everybody and treated them as friends. We will think about how we can do the same.

By the end of the unit students will have

- Read ‘John Brown, Rose and the Midnight Cat’ and presented a point of view of the characters belonging / not belonging.
- Discussed the issue of shutting others out and being shut out.
- Charted their learning about belonging on the ‘Who’s in Who’s Out – what we have learned about belonging chart.
- Reflected on and written about a time when they felt that they didn’t belong.
- Problem solved ways to remedy the situations presented.
- Prayed together for themselves and others, that everybody will find ways to be inclusive.
- Read and reflected on the gospel story of Zacchaeus.
- Contributed one thing that Jesus teaches us about belonging and including others.
- Identified and discussed new insights they have gained from Jesus’ teachings.
- Matched a list of ‘belonging’ pairs.
- Read and discussed the parable of ‘The Lost Sheep’.
- Prayed together in song.

Teacher Reflection: Multi faith perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

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Buddhism ISBN 0 431 14999

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Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

Lesson 1	Who’s In, Who’s Out
Resources	Lesson Format
<p><i>John Brown, Rose and the Midnight Cat.</i> Jenny Wagner Puffin Books, 1977 ISBN 0 14 050 306 4</p>	<p>Focus questions</p> <ul style="list-style-type: none">• What does it mean to belong, to be included?• Why do we want to belong, how do we feel?• What happens when we try to shut others out? How does it feel? <p>Read ‘John Brown, Rose and the Midnight Cat’ by Jenny Wagner.</p> <ul style="list-style-type: none">• We are going to read the story ‘John Brown, Rose and the Midnight Cat’.<ul style="list-style-type: none">○ This story is about Rose and John Brown who live together and are very happy – until the Midnight Cat comes and Rose asks John Brown to do something.○ Let’s read to see what Rose asks John Brown to do. <p>Look at the cover.</p> <ul style="list-style-type: none">• Who is Rose? (<i>the old woman</i>). Who is John Brown? (<i>the dog</i>). Is the midnight cat in the picture yet? (<i>no</i>). <p>See if you can notice what happens that upsets their happy life together.</p> <ul style="list-style-type: none">• <i>The Midnight Cat comes and wants to be included, but John Brown will not let him in, even though Rose wants him in as well.</i> <p>See if you can notice what Rose asks John Brown to do to make things better.</p> <ul style="list-style-type: none">• <i>Rose keeps encouraging John Brown to let the cat in, but he won’t.</i>• <i>Finally, when everything she tried has failed, Rose pretends to be sick.</i>• <i>She forces John Brown to have a long, hard think about what he is doing and what he should do.</i>• <i>Everybody is unhappy because John Brown shuts out the cat.</i> <p>See if you can work out what John Brown decides to do and why?</p> <ul style="list-style-type: none">• <i>John Brown decides to let the cat in to make Rose feel better because he loves her so much and wants her to be happy.</i> <p>What happens in the end, because of John Brown’s act of love?</p> <ul style="list-style-type: none">• <i>They are all happy.</i>



Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

Point of View – Who’s In, Who’s Out, how does it feel?

- John Brown
- Rose
- Midnight Cat
 - Students work in groups of three to develop a little play about how each of the characters is feeling. One student takes on the role of Rose, another John Brown and another the cat.
 - *Eg I’m Rose. I feel sad because ...*

Students present their points of view to each other.

- *Eg All the ‘Rose’ students could present, then all the ‘cat’ students and then all the ‘John Brown’ students.*

What do we notice about Rose, John Brown and the Midnight Cat?

- *They are all sad, not just the Midnight Cat who was being shut out.*
- *John Brown’s act of shutting out has affected everyone, including himself. He is no longer happy.*
- *John Brown’s act of letting the cat in, of letting the cat belong, makes everybody happy again.*

Discussion:

Why do we want to belong or be included?

- *It makes us feel good.*
- *We need others to be with and not feel lonely.*
- *We feel happier because we’ve got people to talk to and do things with.*
- *We feel like other people think that we’re OK and we feel good about ourselves.*

What happens when we try to shut others out?

- *Everybody becomes unhappy, including us.*

How does it feel to be the person who shuts others out (like John Brown)?

- *You start feeling sad too – it doesn’t make you happy, to behave like that. You feel bad.*
- *You think that it will make you feel good, not to be friends with the other person, but it doesn’t.*

How does it feel to be the person who is being shut out (like the Midnight Cat)?

- *You feel sad.*
- *You feel bad about yourself and you don’t know why you can’t be included.*
- *You might feel angry with the other person so you might want to shut them out too and then the whole situation gets worse.*

How does it feel to be other people, or other friends, who are caught up in this fight? (Like Rose)?

- *You would prefer to have everybody feeling like they belong.*
- *You don’t want to take sides.*
- *It gets difficult to be everybody’s friend when they are not getting along.*



Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

What have we learned from ‘John Brown, Rose and the Midnight Cat’ and from our own thinking and discussion about belonging?

- *We all want to belong.*
- *Sometimes people do get shut out and made to feel that they don’t belong.*
- *When this happens, it affects everybody – everybody is sad.*
- *When everyone can be included and be friends, everyone becomes happy again.*
- *Etc.*

Teacher could chart their learning about belonging. (Worksheet 1)



Understanding Other People: 2.4 Belonging – Who's In? Who's Out?

Worksheet 1

Who's In, Who's Out

What we have learned about
BELONGING



Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

Lesson 2	Sometimes I Feel Like I Don’t Belong
Resources	Lesson Format
Cards Box Candle	<p>Focus questions</p> <ul style="list-style-type: none">• Have you ever had the feeling that you don’t belong?• What happened that gave you that feeling?• Did the situation get resolved or fixed up? <p>Revisit the learning chart on Belonging from previous lesson.</p> <p>Students reflect on a time in their lives when they felt that they didn’t belong.</p> <p>Students write on a private card (they do not write their name on the card):</p> <ul style="list-style-type: none">▪ I feel I don’t belong when.... <p>Cards are placed in a box.</p> <p>Belonging Lucky Dip</p> <ul style="list-style-type: none">▪ Students take turns to get a card from the box.▪ In groups of 4 they problem-solve the situation that is on the cards.▪ They write down under the problem (on a separate card) how they believe that problem could be solved. <p>Problem and solution cards are shared.</p> <ul style="list-style-type: none">▪ Students will privately identify their own problem and hear what solutions other students have offered. <p>Reflection:</p> <p>Gather around the problem/solution board</p> <ul style="list-style-type: none">▪ Think about the time/s when you feel you don’t belong.▪ Think about the solution that other students have offered.▪ Think about how you can solve the belonging problem. <p>Prayer:</p> <p>Light a candle</p> <ul style="list-style-type: none">▪ Let’s say a prayer for ourselves, for the times when we feel that we are left out.▪ Let’s think about and pray for the people who might be shutting us out.▪ Let’s pray that we can all find solutions together to the problem of shutting people out.



Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

Lesson 3	I Want to Stay In Your House Today
Resources	Lesson Format
<p>‘Listen! – Themes from the Bible retold for Children’ by A.J. McCallen Collins Liturgical Publications, 1976. ISBN 0 00 599528 X</p> <p>Or</p> <p>Suitable children’s bible.</p> <p>Zacchaeus Luke 19 (Listen! # 74b)</p>	<p>Focus questions</p> <ul style="list-style-type: none"> ▪ What does Jesus teach us about including others? ▪ How does Jesus act towards people who don’t belong? ▪ What can I do if I know that someone has been excluded? ▪ How can I act like Jesus towards people who feel that they don’t belong? <p>What does Jesus teach us about including others?</p> <ul style="list-style-type: none"> • Shared reading of Gospel story of Zacchaeus (Luke 19). • Discussion: <ul style="list-style-type: none"> • Who was Zacchaeus? eg <ul style="list-style-type: none"> ○ <i>He was a person who was not liked by others because he cheated, became wealthy and didn’t care for the poor.</i> ○ <i>He sees Jesus and listens to Jesus.</i> • What does Jesus do? eg <ul style="list-style-type: none"> ○ <i>Jesus calls Zacchaeus and tells him that he wants to stay in his house.</i> • What do the others do? eg <ul style="list-style-type: none"> ○ <i>The others complain that Jesus welcomed Zacchaeus in to his circle of friends, that he stays in his house.</i> • What does Zacchaeus do after Jesus stays, after Jesus includes him as a friend? eg <ul style="list-style-type: none"> ○ <i>He gives half of everything he has to the poor. He gives back four times as much as he took from the people he cheated.</i> • What does Jesus do by including and making Zacchaeus feel like he belongs? eg <ul style="list-style-type: none"> ○ <i>Jesus changes Zacchaeus.</i> ○ <i>Zacchaeus becomes a better person.</i> ○ <i>Now Zacchaeus behaves like one who belongs.</i> ○ <i>Now the whole town is a better place.</i> <p>In groups, students reflect on the story of Zacchaeus and contribute one thing that Jesus teaches us about belonging and including others. eg</p> <ul style="list-style-type: none"> ▪ <i>Jesus welcomes people who are outsiders, or shut out by others.</i> ▪ <i>Jesus treats everyone as a friend, even if others do not.</i> ▪ <i>Jesus changes people because of his kindness and love and friendship.</i> ▪ <i>We should welcome people who are not welcomed by others.</i> ▪ <i>We should treat everyone as a friend, even if others do not.</i> ▪ <i>We can change people through our kindness and love and friendship.</i> <p>Teacher writes the lessons learned on a chart alongside their learning chart from lesson 1.</p> <ul style="list-style-type: none"> • Discuss the similarities between the two charts and any new insights they have gained from Jesus’ teachings.



Understanding Other People: 2.4 Belonging – Who’s In? Who’s Out?

Lesson 4	100 – 1 = 100
Resources	Lesson Format
<p>‘Listen! – Themes from the Bible retold for Children’ by A.J. McCallen Collins Liturgical Publications, 1976. ISBN 0 00 599528 X</p> <p><i>Or</i></p> <p>Other suitable children’s bible</p> <p>The Lost Sheep Luke 15 (Listen! # 74a)</p> <p>Song – <i>All the Time</i> in <i>Bloom Where You’re Planted</i> Carey Landry</p> <p><i>Or</i></p> <p>Other suitable song</p> <p>Candle</p>	<p>Focus question</p> <ul style="list-style-type: none"> ▪ What does Jesus teach us about God’s love for us? <p>Students match a list of belonging pairs (worksheet 2)</p> <ul style="list-style-type: none"> ▪ <i>parents and family</i> ▪ <i>teacher and students</i> ▪ <i>shepherd and sheep</i> ▪ <i>tour guide and tourists</i> ▪ <i>principal and school</i> <p>What do all of these pairs have in common? <i>There is a leader or a person who looks after others</i></p> <ul style="list-style-type: none"> ▪ <i>parents look after their family</i> ▪ <i>teachers look after their students</i> ▪ <i>shepherds look after their sheep</i> ▪ <i>etc</i> <p>Jesus told a story about a shepherd and his sheep. Let’s read the story that Jesus told his friends.</p> <ul style="list-style-type: none"> ▪ See if you can work out what Jesus teaches us about God’s love for us through this story, or parable. <p>Shared reading of ‘The Lost Sheep’ (from suitable children’s bible).</p> <p>Discussion to elicit following insights.</p> <ul style="list-style-type: none"> ▪ What does Jesus teach us about God’s love for us? ▪ Who does the shepherd represent? ▪ Who are the sheep? ▪ What about the 99 who are left? <ul style="list-style-type: none"> ○ <i>God our Father wants everybody to belong, wants everybody ‘in’.</i> ○ <i>God our Father is like a shepherd and we are like his sheep – he doesn’t want to lose any of us, we are all precious to him.</i> ○ <i>God goes looking for the one who is lost, the one who is shut out.</i> ○ <i>What about the 99 who are left?</i> <ul style="list-style-type: none"> ▪ <i>They all know that each one of them is special to God</i> <ul style="list-style-type: none"> • <i>By searching for the one that is lost, he teaches the 99 that he would do the same for them.</i> <p>Pray together in song:</p> <ul style="list-style-type: none"> • Light a candle. • Sing: ‘All the Time’ – <i>Bloom Where You’re Planted</i> – Carey Landry



Understanding Other People: 2.4 Belonging – Who's In? Who's Out?

Worksheet 2 (Copy and cut)

Belonging Pairs

Principal	tourists
Shepherd	school
Teacher	students
Tour guide	family
Parents	sheep



Understanding Other People: 2.4 Belonging – Who's In? Who's Out?

Assessment Ideas

How well did the students:

- Demonstrate an understanding of the experience of belonging and not belonging through their insights into 'John Brown, Rose and the Midnight Cat' and through their contribution to the 'learning about belonging' chart?
- Demonstrate an appreciation of the times when they feel that they do not belong through their personal reflection and their problem solving of the difficulty of feeling shut out?
- Demonstrate deeper insights about Jesus and his acceptance and inclusion of all through their contribution to Zacchaeus discussion and learnings.
- Demonstrate a deeper appreciation of God's love for us through their response to the story of the lost sheep and their contribution to discussion about the lessons of the parable?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of the experience of inclusion and exclusion and how this has ramifications for all?
- Enable the students to articulate their insights into the ways that the problem of exclusion can be solved?
- Deepen student's knowledge and connection to Jesus' story and his teachings about including everybody and treating them as friends?
- Motivate students to emulate Jesus' example of inclusion rather than exclusion?
- Encourage students to question, think, explore, share and contribute to inquiry into belonging and to make connections to their life?



Understanding Other People: 2.5 Forgiveness

Student Objectives

That students will

- Learn that to forgive others requires experiences of forgiveness in their own lives.
- Develop an awareness that God is in all people and that they meet a loving, forgiving God in everyone who treats them with respect and would not harm or hurt them - parents, family, friends, teachers, others.
- Experience the affirmation of being forgiven and understand that God forgives them.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Understanding and tolerance
- Responsibility
- Care and compassion
- Respect
- Fair go

Opening Statement for the Unit

In this unit we will learn about forgiveness in our lives. We will also learn about God's forgiveness that we experience through others.

By the end of the Unit students will have

- Read stories about relationships.
- Role-played various aspects of relationships.
- Discussed the idea of forgiveness.
- Acted out the story of the Forgiving Father.
- Read and discussed stories from the Gospels that show Jesus forgiving others.
- Been given the opportunity to forgive others and to experience forgiveness in their own lives.
- Participated in prayer that gives an affirmation of being forgiven and a sense that God forgives them.
- Recalled that Christians believe in a loving, forgiving God who they meet in parents, family, friends, teachers, others.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

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Understanding Other People: 2.5 Forgiveness

Lesson 1	Broken Relationships
Resources	Lesson Format
<p><i>The Tunnel</i> by Anthony Browne (1989) Julia MacRae, London</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What are signs of reconciliation in our community?• How does it feel to be angry with others?• How can the relationship be fixed up? <p>Read <i>The Tunnel</i></p> <ul style="list-style-type: none">• <i>Rose and Jack (brother and sister) were opposites in every way. Show the illustrations that emphasise this. Rose had to overcome fear in order to rescue her brother.</i>• What were those fears?• What was she required to do?• What were signs of reconciliation between the brother and sister?• What are other signs that are commonly used in our society? <p>Broken Relationships</p> <p>Teacher to tell a story about conflict in relationship:</p> <ul style="list-style-type: none">• from another appropriate picture storybook,• from their own life. <p>Students could role-play broken relationships</p> <ul style="list-style-type: none">• between friends,• between siblings. <p>Discuss</p> <ul style="list-style-type: none">• What do people do when they are angry?• How do you feel when you have had an argument with another?• How might you make up? <p>Conclude with a class prayer</p> <ul style="list-style-type: none">• eg <i>Help me God to always begin again after an argument to forgive...</i>



Understanding Other People: 2.5 Forgiveness

Lesson 2	Forgiving Others
Resources	Lesson Format
<p>Picture storybook: <i>Miss Lily's Pink Feather Boa</i> by Margaret Wild & Kerry Argent (1998)</p> <p><i>How many times must I forgive</i> (Matthew 18:21-22)</p> <p><i>The Lost Sheep</i> (Luke 15:4-7)</p> <p><i>The Forgiving Father</i> (Luke 15:11-32)</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• How can we forgive others?• How does it feel to be forgiven?• How does it feel to forgive?• What does Jesus teach us about being forgiving people? <p>Forgiving Others</p> <ul style="list-style-type: none">• Teacher could share with the class a story about forgiveness:<ul style="list-style-type: none">- from a story book- from their own life• Encourage students to reflect on a time when this happened to them.<ul style="list-style-type: none">- How did they feel?• Draw/write about an act of forgiveness from students' own life, eg, from home/school/classroom.• Discuss<ul style="list-style-type: none">- How can we forgive others?- How does being forgiven feel?- How does it feel to forgive?• Explore how Jesus showed us to be forgiving people.<ul style="list-style-type: none"><i>How many times must I forgive</i> (Matthew 18:21-22)<i>The Lost Sheep</i> (Luke 15:4-7)<i>The Forgiving Father</i> (Luke 15:11-32)• Students compose a prayer of forgiveness, eg <i>Thank you God for the people who forgive me.</i>



Understanding Other People: 2.5 Forgiveness

Lesson 3	Always Forgiven
Resources	Lesson Format
<p>The Forgiving Father (<i>Luke 15:11-32</i>)</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What does Jesus teach us about being forgiving people?• What does the story of The Forgiving Father teach us about God's forgiveness of us? <ul style="list-style-type: none">• Jesus showed us how to be forgiving to people through what he said and did.• TELL the story of the Forgiving Father (in own words).• READ the actual scripture story to the students (<i>Luke 15:11-32</i>)• Discuss<ul style="list-style-type: none">How do you think older son felt?How do you think the younger son felt when he was forgiven?What does the father's actions teach us?• Students prepare and act out the play <i>The Forgiving Father</i> in a contemporary setting.• Jesus assures us that God who loves us always forgives us.<ul style="list-style-type: none">• This story reminds us of this.



Understanding Other People: 2.5 Forgiveness

Lesson 4	Words and Action
Resources	Lesson Format
<p>The Forgiving Father <i>(Luke 15:11-32)</i></p> <p>The lost sheep <i>(Luke 15:4-7)</i></p> <p>Forgiving sinners <i>(Luke 23:33-34)</i></p> <p>Forgiveness <i>(Matthew 18:21-22)</i></p> <p>The Lord will not abandon his people <i>(Psalm 94:12-15)</i></p> <p>Yahweh's forgiveness <i>(Psalm 32)</i></p> <p>Peace be with you <i>(John 20:19-23)</i></p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • What are my qualities as a forgiving person? • How do I show others that I forgive them? • What are the words and actions of forgiveness in the stories that Jesus told? • What does Jesus teach us about forgiveness? <p>Forgiven</p> <ul style="list-style-type: none"> • In their own words students might write a parable like the Forgiving Father which relates to their own lives. • Students in small groups design posters depicting quotations from scripture that describe forgiveness, eg: <ul style="list-style-type: none"> - The lost sheep <i>(Luke 15:4-7)</i> - Forgiving sinners <i>(Luke 23:33-34)</i> - Forgiveness <i>(Matthew 18:21-22)</i> - The Lord will not abandon his people <i>(Psalm 94:12-15)</i> - Yahweh's forgiveness <i>(Psalm 32)</i> - Peace be with you <i>(John 20:19-23)</i> • Look for words and actions of forgiveness in these stories. • What does Jesus teach us about forgiveness? <ul style="list-style-type: none"> • Encourage students to choose appropriate ways to express forgiveness in a variety of situations. Recap earlier lessons to do this. • Students reflect on qualities they have as a forgiving person.



Understanding Other People: 2.5 Forgiveness

Assessment Ideas

How well did the students:

- Demonstrate an understanding of forgiveness through their discussion about stories of forgiveness?
- Demonstrate an appreciation of the qualities of a forgiving person through their response to The Forgiving Father and other stories from Scripture?
- Demonstrate an awareness of themselves as forgiving people through their reflection on words and actions they can use to show forgiveness?
- Demonstrate an awareness that God forgives us always through their response and connection to The Forgiving Father?

Evaluation

How well did the Unit:

- Encouraged students to listen openly and respectfully?
- Enable students to share their stories of forgiveness?
- Cater for student's individual needs and stages of development?
- Present scripture stories in a meaningful way that enabled students to freely respond?



Understanding Other People: 2.6 Pancake Day – Helping Others

Student Outcomes

That students will

- Learn about UnitingCare's Pancake Day Appeal and its mission of support for people in need.
- Participate in Pancake Day Activities.
- Develop an awareness of how it feels to be 'left out' and in need.
- Develop an appreciation of inclusion that Jesus teaches through the Great Banquet parable.
- Develop a deeper understanding about how they can be more inclusive and helpful in their everyday lives.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Respect
- Responsibility

Opening Statement for the Unit

In this unit we will learn about UnitingCare's Pancake Day activities. We'll have fun participating in those activities and we will think about what we can do to help people feel cared for and included. We will also learn about what Jesus teaches us about including people.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

Teacher Reference

www.reonline.org.uk

(go to *People of Faith*)

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

www.evansbooks.co.uk

Student Resources

Living Religions:

Christianity	ISBN	0 431 49860 0
Islam	ISBN	0 431 14987 9
Judaism	ISBN	0 431 14988 7
Hinduism	ISBN	0 431 14989 5
Sikhism	ISBN	0 431 14990 9
Buddhism	ISBN	0 431 14999

Your librarian will be a great resource.



Understanding Other People: 2.6 Pancake Day – Helping Others

Lesson 1	
Resources	Lesson Format
<p>Pancake Day Planning Guide & Registration (Ph: 1800 060 543)</p> <p>Online at www.pancakeday.com.au</p> <p>Fax: 1300 557 379)</p>	<p>Focus Question</p> <ul style="list-style-type: none">• How will we participate in Pancake Day at school?• Bring a gold coin to be donated to UnitingCare's Pancake Day Appeal.• Organise a Pancake Day at school:<ul style="list-style-type: none">- How will you go about it?- Will this be an 'in class' event or something for the whole school?• Activities for a whole-school event can include:<ul style="list-style-type: none">- Making posters- Making site maps of the school to work out most appropriate sites for barbeques- Safety first – What safety precautions need to be taken for cooking outdoors- Invitations to parents/friends/local MPs or dignitaries- Writing ads for the school newsletter- Time-lines for the event and a running sheet- Cook pancakes at lunchtime for all participants<ul style="list-style-type: none">○ <i>Special pancake mix can be purchased for students needing gluten-free and dairy-free foods.</i>- Perhaps pancake races or pancake tossing competitions at lunchtime!



Understanding Other People: 2.6 Pancake Day – Helping Others

Lesson 2	
Resources	Lesson Format
<p>Worksheet 1 <i>See also Teacher Notes.</i></p> <p>Large pieces of white paper and/or coloured cover paper</p> <p>Decorations for masks. eg, sequins, stickers, cellophane, feathers, glitter, paint.</p>	<p>Focus Question:</p> <ul style="list-style-type: none">• What do we know about Pancake Day?• Students to work on Worksheet on Pancake Day. (Worksheet 1)• Depending on time, students could then make either:<ul style="list-style-type: none">- A mask for Mardi Gras- A very tall Chef's hat for Pancake Day<ul style="list-style-type: none">○ <i>These activities could be part of creative studies – art class etc.</i>



Understanding Other People: 2.6 Pancake Day – Helping Others

Lesson 3	
Resources	Lesson Format
<p>Picture Book <i>This is Our House</i> by Michael Rosen</p> <p>Resources for building indoor cubby houses, eg, A4 plain paper, blankets, sheets, pegs, etc.</p>	<p>Focus Questions:</p> <ul style="list-style-type: none">• How does it feel to be left out?• How does it feel to be included?• What does Jesus teach us about being inclusive? <ul style="list-style-type: none">• The slogan for UnitingCare's Pancake Day is <i>Share it Round</i>. Money raised by the appeal helps to provide practical support to more than one million Australians each year.• Cubby Houses Discuss with students, cubby houses they have made or use.• Ask students to draw on blank A4 paper the most fantastic cubby house they can think of (only limited by their imagination).• Have groups build cubby houses in the room! This activity would undoubtedly lead very well into the issues raised in the story, <i>This is Our House</i>.• Read the story <i>This is Our House</i>.• Ask students to offer words which describe:<ul style="list-style-type: none">- How do you feel when you are left out /included?• Together, build up a list of groups of people often left out at school/in the community.• Talk about people who may have been left out today. Ask each student to reflect on why/why not they included or didn't included another person.



Understanding Other People: 2.6 Pancake Day – Helping Others

Lesson 4	
Resources	Lesson Format
<p>Worksheet 2 Bible Story: Luke 14:15-24 <i>The Great Banquet</i></p> <p>Plain A4 paper</p> <p>Coloured paper for making 'guests' for the table.(optional)</p>	<p>Focus Question:</p> <ul style="list-style-type: none">• What does Jesus teach us about being inclusive? <ul style="list-style-type: none">• Read the Bible story on Resource Sheet headed <i>The Great Banquet</i>, based on Luke 14:15-14. (Worksheet 2)<ul style="list-style-type: none">○ (written by Sonja M. Stewart in <i>Young Children and Worship</i> by Sonja M. Stewart and Jerome W. Berryman, Westminster/Knox Press Kentucky.)• Respond as a class to the Wondering Together questions.<ul style="list-style-type: none">○ (Note: There are no set answers to these questions, they are intended to be left hanging.)• Students draw, decorate and cut out figures of people who they imagine sit around this table. Paste them onto a long table made from Plain A4 sheets. They could include:<ul style="list-style-type: none">- people of different nationalities/cultures in their national dress- people who are able/disabled - in fact everyone!• Display this <i>Table of Inclusivity</i> in the classroom.



Understanding Other People: 2.6 Pancake Day – Helping Others

Lesson 5	
Resources	Lesson Format
<p>Coordinate a visit from someone who may find themselves excluded in society.</p>	<p>Focus Question</p> <ul style="list-style-type: none">• How can we respond to people who feel left out? <ul style="list-style-type: none">• Invite someone to speak with the class who may find themselves excluded at times in our society. eg, a disabled person, a refugee, an older person.• Jim Asimokopoulos (Student Well-being Branch, Education Dept. Phone: 93493543) speaks to children about his life with Cerebral Palsy. Students find his visits most worthwhile.• The National Council of Churches in Australia has contact with refugees and asylum seekers living in Australia who can talk with students. (Ph:96506811 or www.ncca.org.au).• Discuss the way the class might make a response as a result of the visit.• Some other simple, general responses might be:<ul style="list-style-type: none">- Offer a smile and warm greeting to a person who you usually criticise.- Plan to do random and secret acts of kindness every day for one week.• Talk about people who may have asked for help during the day.<ul style="list-style-type: none">- Reflect upon why students did or did not offer help when asked eg feel discomfort.



Understanding Other People: 2.6 Pancake Day – Helping Others

Assessment Ideas

How well did the students:

- Demonstrate an understanding of UnitingCare's Pancake Day Appeal and its mission of support for people in need through their engagement in Pancake Day activities?
- Demonstrate an awareness of how it feels to be 'left out' and in need through their response to 'This is Our House' discussion?
- Demonstrate an appreciation of Jesus' teaching of inclusion through their response to the Great Banquet parable?
- Demonstrate a deeper understanding about how they can be more inclusive and helpful in their everyday lives through their discussion and action following the guest speaker presentation?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation and knowledge of what Pancake Day represents?
- Enable the students to articulate their insights and response to UnitingCare's mission of support to people in need?
- Deepen student's knowledge and connection to Jesus' story and his teachings about inclusion of all?
- Encourage students to question, think, explore, share and contribute to inquiry into Pancake Day and to make connections to their life?



Understanding Other People: 2.6 Pancake Day – Helping Others

Pancake Day: *Helping Others*

Worksheet 1

Pancake Day

1. Can you correctly match the words in the left-hand column with their meaning in the right hand column?

Pancake Day	P		R	Means 'fat Tuesday' in French. Could have meant all fats (milk, butter, cream) were to eaten before lent.
—				
Lent	M			The day when Jesus was crucified.
Fasting	E	A		A day when families often used to eat pancakes to use up butter, eggs, milk which could not be eaten during lent.
Mardi Gras			R	Another name for Pancake Day.
Good Friday	S		E	Going without some kinds of food for a time
Easter Sunday	P			The 40 days when people prepare themselves before Easter and Good Friday.
Shrove Tuesday			R	The Sunday when Jesus was raised from the dead.

2. Rule a thick line between the word on the left and its correct meaning. Write down the letter through which the lines pass.



Understanding Other People: 2.6 Pancake Day – Helping Others

3. Unscramble the letters to discover something people do on Pancake Day for Easter.

4. There are still people today who give up eating a particular food or who do without something they value in the 40 days before Easter. How do you think this helps them prepare for Easter?



Understanding Other People: 2.6 Pancake Day – Helping Others

Teachers Notes

Pancake Day: *Helping Others*

Pancake Day provides an opportunity for the Uniting Church to raise issues of poverty and disadvantage in the community and to raise funds to address those issues. Pancake Day also draws attention to the network of care that has been established by the Uniting Church over many years. UnitingCare is the umbrella brand of all Uniting Church community services across Australia, encompassing more than 400 separate agencies.

Shrove Tuesday

Shrove Tuesday is the day before Ash Wednesday. To '*shrive*' means to confess one's sins, or to have one's sins absolved. The name '*Shrove Tuesday*' is said to have come from the custom of ringing the '*shriving bell*' on the day before Lent, to summon the people to church to be '*shriven*', that is to confess their sins at the beginning of Lent.

Ash Wednesday

Ashes have long been used to symbolise penance and humility, eg., Genesis 18:27 The Prayer of Abraham: "*I am bold to speak like this to my Lord, I who am dust and ashes.*" Today, a sign of the cross is traced on people's foreheads with ashes made from last year's Palm Sunday palms. The ashes symbolise the beginning of the holy season, a time for reflection and renewal.

Pancake Day/ Mardi Gras

Shrove Tuesday is also known by many other names, most of which reflect regional customs and practices: Carnival, Fat Tuesday, Mardi Gras, *Fastnacht* (eve of the fast). On this day families would often eat pancakes to use up butter, eggs, and dairy products that were left behind from winter and which could not be eaten during Lent.

In England Shrove Tuesday was called Pancake Tuesday. On this day, each town would hold a pancake race. The women of the village would meet at the town square with a pan of pancakes. They would run toward the church, tossing their pancakes three times into the air. When they arrived at the church the bell ringer would get a kiss from the winner AND all the pancakes!!

Mardi Gras

Mardi Gras means 'Fat Tuesday' in French, while 'Carnival' is from a Latin term meaning 'farewell to meat'. The phrase 'Fat Tuesday' could have evolved from the French custom of having a fat ox lead the carnival parade on the day before lent, or it may have referred to the fact that all food left over from winter storage had to be eaten by Ash Wednesday.

In the Middle Ages, the Mardi Gras celebration often began as early as the feast of the Epiphany (6th January). These original carnivals frequently lasted for the whole Lenten season. Eventually carnival was shortened to the ten days before Ash Wednesday, ending on Fat Tuesday. Mardi Gras celebrations often include elaborate costumes and parades and festivals ear-marked by revelry and chaos. Some see Mardi Gras as a commemoration of our dark sides and a cry back to primitive rites of renewal.

Lent

In the early church lent was a time of preparation for those who were planning to become Christians. They were held to strict disciplines during this time; they could not bathe and had to fast each day until sunset. The duration of Lent - 40 days - was determined in the 4th century. **40** being a symbolic number in biblical tradition (the flood lasted **40** days, Moses spent **40** days on Mt. Sinai, the people of Israel wandered for **40** years in the desert, Jesus fasted for **40** days in the wilderness after his baptism). It generally denotes a period of transition and preparation. It is about leaving something behind and preparing to move on. It is 'in between' time. Lent ends at the start of the three Holy days that mark the death, the burial and resurrection of Jesus.

Easter

The word 'Easter' has been attributed to several sources including the most common idea that it came from Easter, an Anglo Saxon spring goddess. Easter is not a fixed feast. It is celebrated on the first Sunday after the first full moon that follows the first day of spring. (See also Easter in Unit 4.1 *Memories and Celebrations*).



Understanding Other People: 2.6 Pancake Day – Helping Others

Pancake Day: *Helping Others*

Worksheet 2

Pancake Day is one way the Uniting Church can demonstrate that God welcomes all people to a simple meal and accepts all people, regardless of your skin colour, your culture, your religion, where you live or how much money you have.

THE GREAT BANQUET (Luke 14: 15-24)

Once there was someone who said such amazing things and did such wonderful things that people began to follow him. As they followed he told them about the Kingdom: the Kingdom of Heaven. But they did not understand. They had never been to such place. And they didn't know anyone who had.

So one day he said, "The Kingdom of heaven is like this: Once a person invited many people to a great feast. When the feast was ready, the servant said to the guests, 'Come, for all is now ready.' But they all made excuses. The first said, 'I just bought a field and I have to go and see it. Please excuse me.' Another said, 'I have just bought five yoke of oxen and I have to go and try them out. Please excuse me. Still another said, 'I just got married, so I cannot come. Please excuse me.' When the servant told his master, he said, 'Go quickly to the streets and alleys of the city and bring in the poor, the crippled, the blind, the lame.' But still there was room.

'Go out to the highways and roads and get people to come, so my house will be filled.'

Responding to God's Word: Wondering Together

- How do you think it felt to be invited to this great feast?
- Why did these people come and others wouldn't?
- How do you think the master feels about the guests?
- How do you think the guests feel about the master?
- How many could really be at this table?
- Have you ever been near a table like this?
- Where do you think this table might really be?

Assessment Ideas

- Read *The Doorbell rang* by Pat Hutchins.
 - Identify similarities and differences in the story.
 - What was the mother's philosophy?
 - What effect did it have on all those who came?

(Source: *Young Children and Worship*, Sonja M. Stewart & Jerome Berryman, (1989) Westminster/John Knox Press, Louisville Kentucky)



Uniting Church in Australia
Come and See
Middle Primary

Understanding Other People: 2.7 Pancake Day – Helping Others



Understanding The World: 3.1 Nature – God’s Creation

Student Objectives

That students will

- Develop an appreciation of the wonders of nature in the world and in Australia.
- Become aware of the presence of God in nature.
- Learn about nature and develop a sense of care and responsibility for the world.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Respect
- Responsibility

Opening Statement for the Unit

In this unit we will learn about how God has given us the gift of nature and its beauty and we will think about how it is our responsibility to care for our world.

By the end of the unit students will have

- Named some of the wonders of the world and of Australia.
- Written about the most beautiful place that they have visited.
- Explored the school grounds.
- Written about what they experienced in their exploration.
- Read the Blessing Seed.
- Completed a collage from items collected on a nature walk.
- Researched a plant, animal or insect.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

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(go to People of Faith)

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

www.evansbooks.co.uk

Student Resources

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Islam	ISBN	0 431 14987 9
Judaism	ISBN	0 431 14988 7
Hinduism	ISBN	0 431 14989 5
Sikhism	ISBN	0 431 14990 9
Buddhism	ISBN	0 431 14999

Your librarian will be a great resource.



Understanding The World: 3.1 Nature – God’s Creation

Lesson 1	
Resources	Lesson Format
<p>Posters, photos books, Internet/computer images of some of the wonders of the World/Australia/local area.</p> <p>Plain paper for drawing.</p> <p>Picture storybook about plants, animals, and insects. (eg., <i>Stellaluna</i> by Janell Cannon (1993, Scholastic, NY) - explores some of the characteristics of a fruit bat.</p> <p>Books about clouds, rain and the joy of watching them.</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What are some of the wonders of the world?• What are some of the wonders of Australia?• What is the most beautiful place you have visited? <ul style="list-style-type: none">• Name and list on the board, some of the wonders of the world, eg. the sea, mountains, forests, deserts, the sky, etc.• Name some of the wonders of Australia, eg, Great Barrier Reef, Uluru, Daintree Forest, the Twelve Apostles, the Great Ocean Road coastline, etc. (<i>Picture resources could be used throughout the discussion.</i>)• Draw /write about the most beautiful place you have visited.• Draw/write about some of the beautiful things found in your local area. (<i>Picture resources could also be used here.</i>)• Read a book on a specific aspect of creation, g., plants, insects, animals, eg, <i>Stellaluna</i>; <i>Clouds</i> or <i>Rain</i> show the joy of watching the changing shape of clouds.• Go outside and lie flat on your backs (if weather permits):<ul style="list-style-type: none">- watch the clouds- sit, watch and listen to the wind in the trees- listen for the sounds of birds you can hear• Write about this experience, eg, a poem, a story.



Understanding The World: 3.1 Nature – God’s Creation

Lesson 2	
Resources	Lesson Format
<p>Book: <i>The Blessing Seed: A Creation Myth for the New Millennium</i> by Caitlin Matthews (1999, Barefoot Books, UK) (Available at UCA Unichurch Bookshop, Ph: 9251 5291 or at Pauline Books, Ph: 9882 3424)</p> <p>Library books on plants, animals, insects</p> <p>Internet</p> <p>A4 white cover paper</p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • How can we notice the presence of God in nature? • How can we learn more about the wonder of nature? <ul style="list-style-type: none"> • Read <i>The Blessing Seed</i>. (This book will form the basis of the next four lessons). • Discuss the idea of God 'singing' everything into being, eg., <ul style="list-style-type: none"> - What difference does the idea of God 'singing' things into being make? <ul style="list-style-type: none"> ○ (A remarkably powerful and creative form of life-giving! The Australian Aborigines have an understanding of songlines under the earth, which they are responsible for maintaining through spiritual practice in the place where they live.) • Growing out of the words in <i>The Blessing Seed</i>: <ul style="list-style-type: none"> - The man and the woman thanked God - They greeted every stone, plant, tree and animal - They learned what each living thing could do • Research, using library books or the Internet and find out five things that a plant, an animal or an insect can do, that you didn't know before. • Record researched information on A4 sheet, with heading: '<i>Five things I always wanted to know about</i>' • Draw the particular life form that you have been investigating. • This information could then be shared in small groups, or students could be asked to choose two pieces of information to be used in a class quiz. • Display the information sheets.



Understanding The World: 3.1 Nature – God’s Creation

Lesson 3	
Resources	Lesson Format
<p><i>The Blessing Seed: A Creation Myth for the New Millennium</i> by Caitlin Matthews (1999, Barefoot Books, UK) (Available at UCA Unichurch Bookshop, Ph: 9251 5291 or at Pauline Books, Ph: 9882 3424)</p> <p>Visit:</p> <ul style="list-style-type: none">- a local nursery to observe how flowers and trees are helped to grow;- a local market to see the fruits and vegetables;- a local beach, gardens, zoo, animal farm. <p><i>(Gould League provide excellent seaside information and exploration excursions.)</i></p> <p>A4 paper</p>	<p>Focus Question</p> <ul style="list-style-type: none">• How can we learn and care about everything on earth? <p>• In <i>The Blessing Seed</i>, God says: <i>“You have a special duty. You will care for everything on Earth. Your special gift is to learn and to care”</i> <i>“How will we do that?” asked the man.</i> <i>“Listen for the song that I sang at the beginning,” said God.</i> <i>“My song is in everything and it will help you to care.”</i></p> <ul style="list-style-type: none">• Arrange an excursion to one of the suggested places.• Depending on where you go, collect (where permitted) some of the things found on your excursion.• Make a huge collage of mobile with things collected on your walk.• Write a poem or a prayer growing out of the experience.



Understanding The World: 3.1 Nature – God’s Creation

Lesson 4	
Resources	Lesson Format
<p><i>The Blessing Seed: A Creation Myth for the New Millennium</i> by Caitlin Matthews (1999, Barefoot Books, UK) (Available at UCA Unichurch Bookshop, Ph: 9251 5291 or at Pauline Books, Ph: 9882 3424)</p> <p>Large plastic soft drink bottles cut in half for terrariums, potting mix, small seedlings or seed.</p> <p>Small pot-plant containers, potting mix, bulbs or seeds</p> <p>Bird seed, glass jars, old socks, buttons felt, glue for making faces on ‘Mr. Hairys’.</p> <p>Resources/information on the needs of plants.</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What is the ‘gift of caring’ that we receive?• How can we participate in the growing and nurturing of plants? – What are their needs? <p>• From <i>The Blessing Seed</i>: <i>On the path of wonder, you will remember When you were sung from the Earth. When you see the moon and stars at night, or the sun sparkling on the water, when you hear the birds singing in the trees, when you hear the song of creation, then the gift of caring will be born to you.</i></p> <ul style="list-style-type: none">• Plant a bulb or seeds in pots, or terrariums made from large soft drink bottles cut in half.• Make a ‘Mr. Hairy’ - fill an old sock with sand and birdseed. (Water it by resting the end of the tied sock in water in a glass jar.)• Grow alfalfa seeds on cotton wool in saucers.• Discuss the needs of plants - air, water, sunlight, earth. (There are many resources available.) Write up the information, including illustrations, in your workbooks.• Write about the progress of the plants, including notes about their care, in your journals during the next few weeks.



Understanding The World: 3.1 Nature – God’s Creation

Assessment Ideas

How well did the students:

- Demonstrate an appreciation of the wonders of nature in the world and in Australia through their research and their reflection on their own experiences?
- Demonstrate an awareness of the presence of God in nature through their reading and discussion of ‘The Blessing Seed’ and through their excursion to a special place?
- Demonstrate a sense of care and responsibility for nature through their growing and nurturing of plants?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of the wonders of nature in the world and in Australia?
- Enable the students to learn about nature and develop a sense of care and responsibility for the world?
- Deepen students’ connection to the presence of God in nature?



Understanding The World: 3.2 Justice and Peace

Student Objectives

That students will

- Develop a deeper understanding of the concepts of justice and peace as being in right relationship with self, others, world and God.
- See in Jesus' life, actions, teachings and words an example of God's justice for the world.
- Understand the connection between justice and peace.
- Gain a deeper appreciation of how to live life based on justice and peace.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

Opening Statement for the Unit

In this unit we are going to learn about justice and peace in our world. We are going to learn what this means and how Jesus gave us examples and teachings so that we can live in this way too.

Notes for the teacher

*This unit focuses on the concept of justice as being in **right relationship with self, others, world and God**. This definition, therefore, explores 'Justice' as treating myself, others, my world and God in the right way, with respect and honesty. Another way to explain 'relationship' to middle primary students might be to use the word 'connect' – how do I connect in the right way with myself, others, world and God? The tangible action of connecting pieces of a jigsaw puzzle (Lesson 1) is an attempt to make this concept more concrete for students of this age.*

Extension notes for the teacher

- *Justice is living in right relationships with self, others, world and God.*
- *Justice always leads to peace.*
- *Justice has a quality of reward. Peace is its reward.*
- *Justice requires trust from everybody for it to work. Justice is not static or still. It is dynamic – 'I'm either making peace or breaking it. I'm not neutral'.*
- *Justice has a quality of exchange or repair – give back, re-balance, fix up or repair. Teachers can reflect upon their lives, relationships, and note that a loss of peace requires an action to rebalance. This is also an element of justice.*

Dictionary definition of Justice:

*Justice – fairness or reasonableness especially in **the way people are treated or decisions are made**.*

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others.

Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

Teacher Reference

www.reonline.org.uk

(go to People of Faith)

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

www.evansbooks.co.uk

Student Resources

Living Religions:

Christianity	ISBN	0 431 49860 0
Islam	ISBN	0 431 14987 9
Judaism	ISBN	0 431 14988 7
Hinduism	ISBN	0 431 14989 5
Sikhism	ISBN	0 431 14990 9
Buddhism	ISBN	0 431 14999





Understanding The World: 3.2 Justice and Peace

Lesson 1	The Justice Puzzle
Resources	Lesson Format
<p>Jigsaw puzzles with justice statements pasted on.</p> <p>Worksheet 3 for students.</p> <p>Dictionary for students.</p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • How do I treat myself, others, my world and God? • What is ‘justice and peace’? <p><i>Teacher preparation of Justice Puzzle:</i></p> <ul style="list-style-type: none"> • Purchase 2 blank jigsaw puzzles. (2 per group of 4 students). • Statements for Justice Puzzle (see worksheet 1 for suggestions) • Paste statements on shapes that fit together from 1st puzzle (justice statements – see jigsaw example – Worksheet 2). • Add shapes from 2nd puzzle that do not fit – paste non-justice statements on these shapes – see worksheet 1 for suggestions). <p>We are going to be thinking about how we treat ourselves, others, our world, and God.</p> <ul style="list-style-type: none"> • Students work in groups to connect justice puzzle. There will be some shapes that do not connect. <p>Discuss</p> <ul style="list-style-type: none"> • What do you see on your justice puzzle? • What are the statements that connect? What do they connect to? (<i>Self, Others, World, God</i>). • What is this puzzle telling us about how we should treat ourselves, others, our world, God? • What are the pieces that do not connect? • What do these pieces tell us? • What does the justice puzzle tell us about what JUSTICE is? <p>Using their Justice Puzzle and adding ideas of their own, students fill in Worksheet 3 – Justice is...</p> <p>Find dictionary meaning of Justice <i>E.g. Justice – fairness or reasonableness especially in the ways people are treated or decisions are made.</i></p> <p>Does this fit with what we have been talking about?</p> <ul style="list-style-type: none"> • <i>If we want justice in our world we have to treat people (and ourselves) well, and we have to make right and fair decisions (choices).</i> <p>Students talk about and then write a concluding statement about JUSTICE at the end of worksheet 3 - What I have learned about Justice.</p>



Understanding The World: 3.2 Justice and Peace

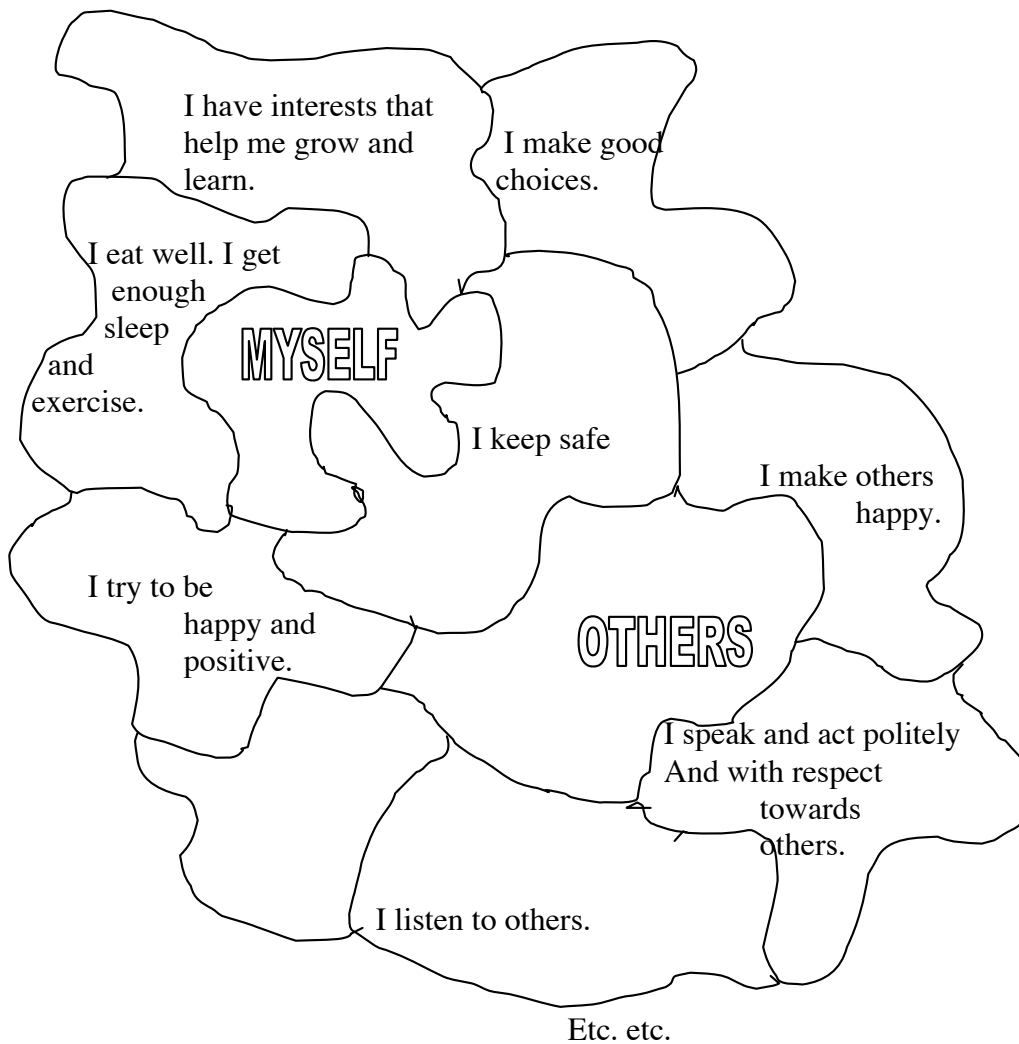
Worksheet 1 (Suggestions for statements for teacher-made justice puzzle)

	 JUSTICE I connect in the right way when:	 I do not connect in the right way when:
MYSELF	<p>I eat well and get enough sleep and exercise.</p> <p>I have interests that help me grow and learn.</p> <p>I take care of myself and keep safe.</p> <p>I try to be happy and positive.</p> <p>I make good choices.</p>	<p>I often eat unhealthy food.</p> <p>I don't choose to get enough sleep and exercise.</p> <p>I don't think carefully about my choices.</p> <p>I do things that could be dangerous.</p> <p>I don't care about what others need.</p>
OTHERS	<p>I make others happy.</p> <p>I speak and act politely and with respect towards others.</p> <p>I care about what others need.</p> <p>I listen to others.</p> <p>I do caring things for others.</p>	<p>I tease others.</p> <p>I yell at my brother/sister.</p> <p>I fight with my friends.</p> <p>I don't listen to my mum and dad.</p>
WORLD	<p>I save water.</p> <p>I recycle.</p> <p>I clean up rubbish.</p> <p>I care for my environment.</p>	<p>Throw rubbish.</p> <p>I waste water.</p> <p>I don't recycle.</p>
GOD	<p>I ask God to help me.</p> <p>I talk to God every day.</p> <p>I thank God for all that he has given me.</p> <p>I learn about Jesus and his message of love and peace.</p> <p>I appreciate God's care and love.</p>	<p>I don't learn about God.</p> <p>I don't think of God at all.</p> <p>I forget to say thankyou to God.</p> <p>I don't appreciate God's care and love.</p>



Understanding The World: 3.2 Justice and Peace


Worksheet 2 Jigsaw example





Understanding The World: 3.2 Justice and Peace

Worksheet 3


	<p>✓ JUSTICE is...</p> <p> I connect in the right way when I:</p>
MYSELF	
OTHERS	
WORLD	
GOD	

What I have learned about
JUSTICE





Understanding The World: 3.2 Justice and Peace

Lesson 2	Do You See What I See? – Looking through the lenses of love.
Resources	Lesson Format
<p><i>Listen!</i> <i>Themes from the Bible retold for children</i> - A.J. McCallen Collins Liturgical Publications, 1976.</p> <p>(Or other suitable children's bible.)</p> <p>The Poor Woman Mark 12:41 – 44 (Listen # 57)</p> <p>The Good Samaritan Luke 10:26, 30 – 37 (Listen # 56)</p> <p>The One Who Came Back to Say Thanks Luke 17: 11 – 19 (Listen # 50)</p> <p>The Prodigal Son Luke 15: 11 – 32 (Listen # 48)</p> <p>Reading glasses Sun glasses 'Glasses of love' (perhaps paper glasses decorated so that they look special)</p> <p>Worksheet 4 enlarged to poster size.</p> <p>Worksheet 5 for teacher suggestions / ideas.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> • What does Jesus teach us about Justice and Peace? • How do his life, his actions, his words and his teachings help us to understand how to live in justice and peace?  <p>What do glasses help us do?</p> <ul style="list-style-type: none"> ○ They help us to see, ○ They help us to see clearly, ○ They help us to see differently. <ul style="list-style-type: none"> ▪ Eg some glasses make things bigger and clearer (reading glasses) – show students a pair of reading glasses – some students might wear glasses – ask them to say what their glasses help them do. The lenses make us see differently. ▪ Some glasses block out the sun's glare and help us to see better (sun glasses). The dark lenses make us see differently. <p>Jesus looked at people in a different way from many others.</p> <ul style="list-style-type: none"> ▪ It is as if he was looking through glasses, or lenses, of love. ▪ Everybody he met and talked to, he looked at through a vision of love. <p>Let's read some stories about Jesus and what he taught, and see if we can work out how Jesus looks at the people through the 'glasses' or 'lenses' of love.</p> <ul style="list-style-type: none"> • (Teacher might have prepared 'glasses of love' made out of cardboard and decorated so that they look special). <p>Shared reading of 'The Poor Woman' (Mark 12:41 – 44)</p> <ul style="list-style-type: none"> • Discuss <ul style="list-style-type: none"> • What do others see? • What does Jesus see? • What are the justice and peace actions? • Record class responses on Worksheet 4 (enlarged). <ul style="list-style-type: none"> • Teachers can refer to worksheet 5 for suggestions / ideas.



Understanding The World: 3.2 Justice and Peace

Shared reading of 'The Good Samaritan' (Luke 10:26, 30 – 37)

- Students discuss in pairs or groups:
 - What do others see?
 - What does Jesus see?
 - What are the justice and peace actions?
- Fill in 'The Good Samaritan' section of Worksheet 4 (enlarged).
 - Students report back and contribute to ideas for each column.

Teachers might wish to continue in the same way with 'The One Who Came Back to Say Thanks' (Luke 17: 11 – 19) and 'The Prodigal Son' (Luke 15: 11 – 32) stories. (Worksheet 4).

Discussion

- What do we learn from these stories about justice and peace?
 - *Jesus looks at everyone through LOVE*
 - *Jesus treats everyone as a FRIEND*
 - *We need to look at and treat people in this way too.*



Understanding The World: 3.2 Justice and Peace

Worksheet 4

Do You See What I See? Looking through the lenses of Love

The Story	What do others see?	What does Jesus see?	What are the Justice and Peace actions?
The Poor Woman Mark 12:41 – 44			
The Good Samaritan Luke 10:26, 30 – 37			
The One Who Came Back to Say Thanks Luke 17: 11 – 19			
The Prodigal Son Luke 15: 11 – 32			



Understanding The World: 3.2 Justice and Peace

Worksheet 5

(Suggestions for teacher)

Do You See What I See? Looking through the lenses of Love

The Story	What do others see?	What does Jesus see?	What are the Justice and Peace actions?
The Poor Woman Mark 12:41 – 44	Others see a poor woman who does not give very much.	Jesus sees a poor woman who gives everything she has to help others. Jesus sees a woman who puts the needs of others before her own. Jesus sees a woman who does a kind act to be helpful, not to be noticed.	Giving generously. Being sincere. Putting the needs of others before your own needs.
The Good Samaritan Luke 10:26, 30 – 37	Others see a man who looks nearly dead and they don't want to get involved. They did not want to get close or touch the man.	Jesus sees a man who needs help and needs someone to get close to him. He needs someone to touch him, bandage him, to get help for him. He needs someone to stay with him and give him help for a longer time.	Getting close to people. Getting involved when people need help. Supporting people for a long time. Following up and checking if people are OK.
The One Who Came Back to Say Thanks Luke 17: 11 – 19	Others see ten people with a dreadful skin disease whom they must not go near or touch.	Jesus sees ten people who need help and he allows them to come close to him. He cures them all and praises the one who showed his appreciation.	Asking for help. Getting close to people. Showing appreciation.
The Prodigal Son Luke 15: 11 – 32	Others see a son who is selfish and uses up all of his money. A son who stays home and helps his father. A father who forgives the son who left.	Jesus sees a son who says sorry. A father who allows his son to leave and who forgives his son and welcomes him back. A son who stays and is always treasured by his father.	Saying sorry. Forgiving. Welcoming someone. Praising someone who always does the right thing. Letting someone do what he or she feels they need to do.



Understanding The World: 3.2 Justice and Peace

Lesson 3	Peace is the Result of Justice - What Does Peace Feel Like?
Resources	Lesson Format
<p>Justice Puzzles from Lesson 1.</p> <p>Worksheet 6 for teacher suggestions</p> <p>Sentence strips.</p> <p>Individual sheets for Big Book construction.</p> <p>Glue</p> <p>Candle</p> <p>Music and words to ‘<i>I Can Be A Peacemaker</i>’ in <i>God Delights in You</i> Monica Brown Emmaus Productions www.emmausproductions.com</p>	<p>Focus question</p> <ul style="list-style-type: none"> • How does justice lead to peace? <p>Revisit the Justice Puzzle.</p> <ul style="list-style-type: none"> ○ What are the things that make our world and us peaceful? Remember, we need to think about the way we treat OURSELVES, OTHERS, OUR WORLD, and GOD. <p>How does justice lead to peace?</p> <ul style="list-style-type: none"> ○ <i>When we do something good for someone we get a gift of peace. We feel good.</i> <p>In pairs, students talk about what peace feels like.</p> <ul style="list-style-type: none"> ○ When are the times that they feel at peace? ○ Is it something that they have done or experienced that makes them feel peaceful? ○ Teachers could explore with students the times, places, things that make them feel peaceful (eg at the beach, looking at the stars, listening to music, doing something for another person etc.) <ul style="list-style-type: none"> ▪ Teacher might model <ul style="list-style-type: none"> ○ <i>I feel peaceful when I make someone smile.</i> <p>Make someone smile and 20 more ways to be a Peaceful Person. (<i>Teacher selects appropriate number</i>)</p> <ul style="list-style-type: none"> • Students write a statement/idea about ways to be a peaceful person on sentence strip. • Students take turns to read out their idea. • Class places the sentence strips in a column on the board. • Class reads together the list of ways to be a peaceful person. <p>Teacher might offer ideas from worksheet 6 that can be added. (In order to balance up self, others, world, God).</p> <p>Create a class big book of peace</p> <ul style="list-style-type: none"> ○ Students take their sentence strip, paste it on a sheet of paper, illustrate their idea, and collate sheets to make a class book. <ul style="list-style-type: none"> • <i>Teachers might wish to explore The Uniting Church in Australia emblem with the students.</i> • <i>Read the elements of the emblem on www.vic.uca.org.au/logo.html - teachers will need to reword description so that it is age-appropriate for middle primary years students.</i> • <i>Add the logo to the cover of Our Big Book of Peace</i>



Understanding The World: 3.2 Justice and Peace

Reflection and Prayer

- Students sit in a circle, light a candle, place Big Book Of Peace in the centre, and hold hands as a sign of peace together.
 - Remember, God is a God of Peace. God's peace is always inviting us to stop and be peaceful people.
 - Close our eyes and think about our homes, our classroom, and our world.
 - Think about the ways that we can make our world and ourselves peaceful.
 - Ask God to help us to be people of justice and of peace every day.
 - What will I do today to be a person of peace?
- Sing together '*I Can Be A Peacemaker*' or other suitable song.



Understanding The World: 3.2 Justice and Peace

Worksheet 6

(Suggestions for teacher)

Our Big Book of Peace *Make Someone Smile and 20 more ways to be a Peaceful Person.*

- 1) Make someone smile
- 2) Hug a friend
- 3) Ask someone to play a game with you
- 4) Introduce yourself to someone you don't know well
- 5) Put rubbish in the bin
- 6) Use water wisely
- 7) Say a prayer of thanks to God
- 8) Pray for someone who is sick
- 9) Pray for someone who is lonely or sad
- 10) Do something good for myself
- 11) Keep safe
- 12) Clean out the fish tank, keep the water blue and clear
- 13) Tell your mum and dad that you love them
- 14) Call nanna to say hello
- 15) Tell grandpa about what you did at school today
- 16) Let your little sister have time on the computer
- 17) Greet someone with a smile today
- 18) Read a story you enjoy
- 19) Learn about God and Jesus
- 20) Sing a song with friends
- 21) Write a letter to your aunty
- 22) Tell the truth
- 23) Use good manners when you speak to others



Understanding The World: 3.2 Justice and Peace

Assessment Ideas

How well did the students:

- Demonstrate an understanding of justice through their reflection on the justice jigsaw and their concluding statement about what they have learned about justice?
- Demonstrate an understanding of the way Jesus views people through the lenses of love through their insights into the Gospel stories of The Poor Woman, The Good Samaritan, The One Who Says Thankyou, and The Prodigal Son?
- Demonstrate a deeper appreciation of how to act with justice and peace through their contribution to the Big Book of Peace?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation and knowledge of what justice is?
- Enable the students to articulate their insights and response to the connection between justice and peace?
- Deepen student's knowledge and connection to Jesus' story and his teachings about justice and peace?
- Motivate students to emulate Jesus' example of viewing everybody through love?
- Encourage students to question, think, explore, share and contribute to inquiry into justice and peace and to make connections to their life?



Understanding The World: 3.3 Cycle of Life

Student Objectives

That students will

- Recognise and value the times of growth and change in their own lives.
- Recognise and value the important milestones in their own lives and those of others.
- Value the wonder of life all around them.
- Come to know that in all of creation we can see God and the richness of Gods creativity.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Doing your best
- Freedom
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

Opening Statement for the Unit

In this unit we will think about the way we grow and change and about the important milestones in our lives. We will also think about God's presence in our lives and in our world.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

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Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



Understanding The World: 3.3 Cycle of Life

Lesson 1	I Grow and Change – The Cycle of Life
Resources	Lesson Format
<p>Video: Readers Digest 'Looking at Life Cycles, Patterns and Rhythms in Nature.'</p> <p>Other non-fiction books dealing with cycles in nature. www.enchantedlearning.com</p> <p>Cards for students to record growth and change.</p> <p>Poster paper to create growth and change poster.</p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • How have I grown and changed? • What are some important times of change in my life? <p>Reconstruct the life cycle of a butterfly.</p> <ul style="list-style-type: none"> • Students work in groups to sequence life cycle of a butterfly pictures. (www.enchantedlearning.com has good pictures to cut and sequence) <p>Discuss with students</p> <ul style="list-style-type: none"> • What does life-cycle mean? <ul style="list-style-type: none"> • <i>Cycle – keeps going – life keeps going for the butterfly but in a different way.</i> • <i>Butterflies grow and change.</i> • <i>Butterflies start off as a caterpillar and change into butterflies.</i> • How do we grow and change? <ul style="list-style-type: none"> • <i>We too grow and change.</i> • <i>How do we do this?</i> • <i>Think about your own life, how have you grown? (Height, weight etc).</i> • <i>How have you changed? (Skills, knowledge, experience etc).</i> <p>Students develop their own “I grow and change” chart.</p> <ul style="list-style-type: none"> • Give students a card for each year of their life (eg if they are 10 years old, they get 10 cards). • Brainstorm with students all the growth experiences that they could write on their cards. <ul style="list-style-type: none"> • (They could then check their ideas with their parents – perhaps their parents have kept a record of significant events in their baby book). <ul style="list-style-type: none"> ▪ <i>Born, make sounds, sit up, crawl, walk, toilet trained, eat by myself, speak, dress myself, start school, start reading and writing, learn about the world, play sport etc.</i> <p>Students draw/write significant events for each year of their life.</p> <p>Students then paste cards on chart paper to create a ‘growth and change’ poster of themselves.</p>



Understanding The World: 3.3 Cycle of Life

Lesson 2	Achieving Milestones
Resources	Lesson Format
<p><i>'Beginnings and Endings and Lifetimes In Between'</i> Bryan Mellonie Illustrated by Robert Ingpen Penquin 2005</p> <p>'God Delights in You' Monica Brown Monica Brown and Emmaus Productions, 2001. PO Box 54 Thornleigh, NSW 2120 Phone: 2 9484 0252 Fax: 2 9481 9179</p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • What are some of the important milestones in my life? • What do other people value as milestones in their lives? <p>Read '<i>Beginnings and Endings with Lifetimes in Between</i>'.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What does this book help us to think about in our life? <ul style="list-style-type: none"> ○ <i>That we have a beginning, an ending and a lifetime in between.</i> • What are some of the things that we do in our lifetime? <ul style="list-style-type: none"> ○ <i>We live in a family, we go to school, we grow up, we get a job, we have a family etc</i> ○ <i>These are some milestones in our lifetime.</i> <p>What does MILESTONE mean?</p> <ul style="list-style-type: none"> • Teacher draws a picture of a road with milestones on the side. • <i>The markers indicate the number of miles to a certain place.</i> • <i>Now we use the word milestone to mean that we have reached a special time in our lives.</i> <p>What could some milestones in life be?</p> <ul style="list-style-type: none"> • Brainstorm with students some milestones in life <i>Eg: 18th birthday, 21st birthday, graduation, wedding, birth of a child, retirement etc.</i> <p>What are the special events or milestones that you have already reached in your life?</p> <ul style="list-style-type: none"> • Students look at their growth and change posters and talk about the milestones in their life <i>Eg starting to walk, starting school, graduating to next grade every year, etc.</i> <p>Who are the people who rejoice in and celebrate your milestones?</p> <ul style="list-style-type: none"> • Students discuss the significant people in their lives who share their milestones. • Teacher might wish to list these and then add that these people show us the joy and love that God has for us too. <p>Pray and sing together</p> <ul style="list-style-type: none"> ▪ Teachers might wish to light a candle and place students growth and change posters in the centre of the room. ▪ Sing "God Delights In You" Monica Brown.



Understanding The World: 3.3 Cycle of Life

Lesson 3	New Life
Resources	Lesson Format
<p>'God Delights in You' Monica Brown Monica Brown and Emmaus Productions, 2001. PO Box 54 Thornleigh, NSW 2120 Phone: 2 9484 0252 Fax: 2 9481 9179</p>	<p>Focus Question</p> <ul style="list-style-type: none">• Where does new life come from? <p>New Life:</p> <ul style="list-style-type: none">• Share stories about the celebration of new life.• Move the discussion toward celebration of life in all its variety in the natural world. <p>Students draw individual pictures of themselves with something they love in creation, with a speech bubble prayer of thanks.</p> <ul style="list-style-type: none">▪ Mount all together to create a frieze. <p>Introduce the idea that God is a creator of life.</p> <p>Sing: 'My God Lets it Be' – God Delights in You, Monica Brown.</p>



Understanding The World: 3.3 Cycle of Life

Assessment Ideas

How well did the students:

- Demonstrate an awareness of the times of growth and change in their lives through their growth and change poster?
- Demonstrate a recognition of the important milestones in their own lives and those of others through their discussion about important milestones in their life with reference to their growth and change poster?
- Demonstrate that they value the wonder of life all around them through their reflection on creation?
- Demonstrate an appreciation that in all of creation we can see God and the richness of God's creativity through their response in prayer and through their involvement in creation of prayers of thanks?

Evaluation

How well did the Unit:

- Enable students to experience something of the goodness of God's creation?
- Present the idea of God as creator?
- Provide students with an opportunity to express their views?
- Enable students to reflect on the cycles of life through prayer?
- Engage students' different life experiences?



Understanding Faith Communities: 4.1 Memories and Celebrations

Objectives

That students will

- Appreciate that who we are and what we do become our stories, our rituals and our traditions.
- Learn that we come to know God and God's qualities by telling the story of what God has done for us.
- Learn the key stories, rituals and traditions that various faith communities celebrate.
- Learn that various faith communities have their own name for their God.
- Learn that all faith communities celebrate their God who is loving and caring.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

Opening Statement for the Unit

In this unit we will think about our memories and celebrations in our family and also the stories and celebrations in our faith communities. We will learn about God through these stories and come to know of God's love and care for us.

Teacher Notes

- *Teachers will need to be inclusive of students of faiths other than Christian. All students should be invited to share their memories and celebrations in their faith-appropriate way.*

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

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Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

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Understanding Faith Communities: 4.1 Memories and Celebrations

Lesson 1	Our Stories – We Remember
Resources	Lesson Format
<p>'Wilfred Gordon McDonald Partridge' by Mem Fox. Omnibus Books ISBN 1 86291 064 2</p> <p>The Memory Game (Worksheet 1)</p> <p>My family...I remember... (Worksheet 2)</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What stories do we remember and celebrate in our families?• Who do we remember and celebrate in our families? What do we learn about the people we remember and celebrate? <p>1) Read 'Wilfred Gordon McDonald Partridge' by Mem Fox. Discuss:</p> <ul style="list-style-type: none">• Why is remembering so important? Why did it make Wilfred Gordon McDonald Partridge and Miss Nancy so happy?<ul style="list-style-type: none">○ <i>Memories help us think about people we love and special things we did.</i>○ <i>Every time we remember to get to know better the person or the special thing we did.</i>○ <i>Memories help us learn about people and events that are special from the past.</i>○ <i>Memories help us pass on to other people information about the special people in the family who are gone and the special things that we did together.</i>○ <i>People help us remember.</i>○ <i>We are bonded together when we share a memory.</i>• What's a memory?<ul style="list-style-type: none">○ <i>Thinking about the past.</i>○ <i>Something warm, something from long ago, something that makes you cry, something that makes you laugh, something as precious as gold.</i> <p>2) What's a memory for you? In groups of three, students play the memory game. (See worksheet 1).</p> <ul style="list-style-type: none">• Students take turns to take a card.• They talk about the memory that the card suggests (eg my grandparents visiting).• They talk about what they remember and how they felt or feel.• If they have no significant memory of that event, they pass and take a blank card to write their own memory suggestion.• The next time their turn comes around, they may take a card from the pack or use their own memory card.



Understanding Faith Communities: 4.1 Memories and Celebrations

- 3) Students choose a family memory to write about and illustrate (see worksheet 2)
 - My family...I remember...
- 4) Create a class book of Our Stories...we remember
- 5) Discuss with students:
 - How do our memories help us get to know the people we remember?
 - *By telling the story of someone's life, I come closer to that person, I get to know who they are.*
 - *I listen to myself tell the story.*
 - *The listener comes to know the person also.*
 - *I can communicate how special that person or that event is to me when I share a memory.*
 - *Storytelling can occur immediately eg when I meet a new friend, when someone visits, or over years with meals, birthdays and constant stories.*
- 6) Read together the class book of Our Stories...we remember
 - Students could share more about their memory and how it helps them know better the person they remember.



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 1 (Copy and cut)

The Memory Game

<p>I remember....</p> <p>The wedding of my</p>	<p>I remember....</p> <p>When my new baby brother / sister / cousin was born.</p>
<p>I remember....</p> <p>My grandmother / grandfather visiting.</p>	<p>I remember....</p> <p>A special day out with my mum / dad.</p>
<p>I remember....</p> <p>A special family holiday.</p>	<p>I remember....</p> <p>A special family party for my...</p>
<p>I remember....</p> <p>The funeral of my....</p>	<p>I remember....</p>
<p>I remember....</p>	<p>I remember....</p>



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 2

My family *I remember...*





Understanding Faith Communities: 4.1 Memories and Celebrations

Lesson 2	The Things We Do To Remember – Stories and Symbols																						
Resources	Lesson Format																						
Celebration and Symbol card game (Worksheet 3)	<p>Focus Questions</p> <ul style="list-style-type: none"> • How do we remember and celebrate? • What stories and symbols do we use? <ol style="list-style-type: none"> 1) Revisit the class book on family memories and celebrations. <ul style="list-style-type: none"> • Discuss <ul style="list-style-type: none"> ○ What are the symbols that we use to celebrate our stories and memories? ○ List the symbols from the discussion: <ul style="list-style-type: none"> • Eg cake, candles, balloons, photographs, stories, presents etc. 2) Students work in pairs to match the symbol to the celebration. (Worksheet 3) <ul style="list-style-type: none"> • Teachers who have students from faith backgrounds other than Christian may wish to develop a worksheet to include key celebrations of the faiths represented in the class. <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">Birthday</td> <td>cake, balloons, presents, birthday cards</td> </tr> <tr> <td>Holiday</td> <td>photographs, souvenirs, stories, postcards</td> </tr> <tr> <td>Christmas</td> <td>presents, tree, Christmas carols, candles, lights</td> </tr> <tr> <td>Easter</td> <td>Easter eggs, candles</td> </tr> <tr> <td>Funeral</td> <td>Stories, flowers, photographs, sympathy cards</td> </tr> <tr> <td>Wedding</td> <td>Wedding rings, food, bridal gown, suits, music, dancing, speeches, toasts, presents</td> </tr> <tr> <td>Anniversary</td> <td>speeches, presents, rings, food, presents</td> </tr> <tr> <td>Special birthday</td> <td>speeches, presents, food, toast</td> </tr> <tr> <td>Engagement</td> <td>ring, speeches, presents, food</td> </tr> <tr> <td>Graduation</td> <td>graduation gown and hat, congratulations cards, graduation ceremony, speeches, party, photos</td> </tr> <tr> <td>Christening</td> <td>white gown, water, prayers, family gathering, party, presents</td> </tr> </table> 3) Discuss the celebrations and the symbols. <i>(Notice that the symbols used help us to celebrate the event. Without them, the event is hollow eg no cake at a birthday.)</i> 4) Students add celebrations that are not listed that are relevant to them. Discuss the symbols of the added celebrations eg symbols from faiths other than Christian. 5) Students could revisit their class book on family memories and celebrations and add any celebrations and symbols that they may not have thought of earlier. 	Birthday	cake, balloons, presents, birthday cards	Holiday	photographs, souvenirs, stories, postcards	Christmas	presents, tree, Christmas carols, candles, lights	Easter	Easter eggs, candles	Funeral	Stories, flowers, photographs, sympathy cards	Wedding	Wedding rings, food, bridal gown, suits, music, dancing, speeches, toasts, presents	Anniversary	speeches, presents, rings, food, presents	Special birthday	speeches, presents, food, toast	Engagement	ring, speeches, presents, food	Graduation	graduation gown and hat, congratulations cards, graduation ceremony, speeches, party, photos	Christening	white gown, water, prayers, family gathering, party, presents
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Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 3

(Copy, cut and match)

Celebrations and Symbols

Birthday	Cake, balloons, presents, birthday cards
Holiday	Photographs, souvenirs, stories, postcards
Christmas	Presents, tree, Christmas carols, candles, lights
Easter	Easter eggs, candles
Funeral	Stories, flowers, photographs, sympathy cards
Wedding	Wedding rings, food, bridal gown, suits, music, dancing, speeches, toasts, presents



Understanding Faith Communities: 4.1 Memories and Celebrations

Anniversary	Speeches, presents, rings, food, presents
Special birthday	Speeches, presents, food, toast
Engagement	Ring, speeches, presents, food
Graduation	Graduation gown and hat, congratulations cards, graduation ceremony, speeches, party, photos
Christening	White gown, water, prayers, family gathering, party, presents



Understanding Faith Communities: 4.1 Memories and Celebrations

Lesson 3	We Remember and Celebrate in our Faith Communities				
Resources	Lesson Format				
<p>Worksheets 4, 5, 6, 7, 8, 9, 10, 11.</p> <p>A multi-faith resource: <i>Religious Events and Celebrations</i> Victoria Taylor Echidna Books ISBN 1 74070 8342</p> <p>Candle</p>	<p>Focus Questions</p> <ul style="list-style-type: none"> • What are the important stories that we remember and celebrate in Chapel? • What symbols are used? <p>Teacher Notes <i>Students of faiths other than Christian should be invited to explore how they remember and celebrate in their faith communities. Teachers will need to research the faiths represented in their classroom so that they are able to offer students resource material for their own faith story.</i> <i>Teachers might wish to use the structure idea of the Christian Story mural for faiths other than Christian.</i></p> <p>Invite students to discuss what they celebrate in their Chapel / Church / Temple / Synagogue / Mosque.</p> <ul style="list-style-type: none"> ○ What special occasions do they celebrate? ○ When do they go to Chapel/Church/Temple/Synagogue/Mosque? Who do they go with? ○ What do they celebrate together? What stories are remembered? ○ How do they pray? ○ What symbols are used? <p>The Christian Story – we remember, we celebrate.</p> <ul style="list-style-type: none"> • Students work in four groups - one group for each of the mural segments of the Christian Story. (see below) <p style="text-align: center;">Mural - The Christian Story</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; padding: 5px;"><i>God Gave Us a Wonderful World</i></td> <td style="width: 25%; padding: 5px;"><i>God Became Human - Jesus is Born</i></td> <td style="width: 25%; padding: 5px;"><i>Jesus Cares for all People</i></td> <td style="width: 25%; padding: 5px;"><i>Jesus Dies and Rises - the Spirit of Jesus lives with us Today</i></td> </tr> </table> <ul style="list-style-type: none"> • Students work together on their segment of the mural to create a poster that depicts what we remember and the symbols we use to celebrate. (Words, pictures, statements, colour etc.) • Worksheets 4, 5, 6, 7 provide teachers with a relevant reading from the Bible for each of the mural segments. <ul style="list-style-type: none"> • Teachers might wish to enlarge these to poster size, enabling students to create a poster around the bible reading. 	<i>God Gave Us a Wonderful World</i>	<i>God Became Human - Jesus is Born</i>	<i>Jesus Cares for all People</i>	<i>Jesus Dies and Rises - the Spirit of Jesus lives with us Today</i>
<i>God Gave Us a Wonderful World</i>	<i>God Became Human - Jesus is Born</i>	<i>Jesus Cares for all People</i>	<i>Jesus Dies and Rises - the Spirit of Jesus lives with us Today</i>		



Understanding Faith Communities: 4.1 Memories and Celebrations

- Some of the symbols students could be encouraged to use for each of the mural segments could be as follows:

God gave us a wonderful world

Story of creation

Stars, sun, moon, planets
Mountains, valleys, plains, clouds, rain, sun
Cattle, birds
Oceans, rivers, fish, whale, waterfall, pond
Fruit trees, gum trees, pine trees, flowers
Birthdays, cars, planes, art, factories, houses
Sport, friendship, love, babies, old age

God became human - Jesus is born

Christmas story

Jesus, Mary, Joseph, shepherds, wise men, gifts
Away in a Manger song
Christmas tree, star, presents, love

Jesus cares for all people

Stories of what Jesus did and said

Illustration of the story of the Feeding of the Five Thousand
Bread, fishes, crowd

Jesus dies and rises

Good Friday, Easter Sunday, the spirit of Jesus lives with us today

Bread, wine, table, friends
Cross
Candle

Students write a prayer, using the prayer format if they wish and bring the prayer to the prayer service at the end of the unit.

- A prayer format for each of the mural segments is also provided as support for students in composing a prayer response. (See worksheets 8, 9, 10, 11).

Students belonging to faiths other than Christian should be invited to create a poster of their celebrations and symbols and present it to the class.



Understanding Faith Communities: 4.1 Memories and Celebrations

Students present their poster to the class.

- They retell their part of the Christian Story.
- They might like to read the Bible story and
 - talk about their depiction of the story,
 - what they learned,
 - the symbols they used,
 - where they have heard the story before,
 - what the story teaches them about God.

Posters are then displayed side by side to create a mural.

Discuss

- How do we name God?
 - Look at the mural
 - write the name of God for each segment of the Christian Story.
 - *Father, Jesus, Spirit.*
 - *Parent, Creator, Father/Mother*
- Students of faith communities other than Christian should be invited to share how they name their God. (Eg Jewish community – *Yahweh*, Islamic community – *Allah*)

Discuss

- What do our stories and our remembering help us learn about God?
 - GOD LOVES US AND CARES FOR US

Invitation to pray:

- Light a candle
- Invite students to pray together
 - Students of all faiths share spontaneous and faith-appropriate prayers.
 - Students might also share the prayers that each group wrote as part of the mural construction.



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 4

Mural Segment 1

God Gave us a Wonderful World

God said:

Let there be dry land!
(God called it 'The Earth').
Let there be water round the land!
(God called it 'The Sea').
Let there be a roof over the land!
(God called it 'The Sky').
And God said it was good.

God said:

Let there be a light to shine during the day!
(God called it 'The Sun').
Let there be smaller lights to shine at night!
(God called them 'The Moon' and 'The Stars').
And God said it was good.

God said:

Let plants grow in the soil
And let there be fruit trees!
Let there be fishes to swim in the sea
And birds to fly in the sky!
Let there be wild animals and tame animals
And all sorts of creeping things!
And God said it was good.

Then God said:

Let us make people,
And God made men and women
And put them in charge of the world.

Then God looked at everything
And God said 'It is all very good!'



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 5 Mural Segment 2

God Became Human – Jesus is Born

Joseph lived in the town of Nazareth
but one day he had to go all the way to Bethlehem with Mary
even though she was going to have a baby.
While they were in Bethlehem, the baby was born
- it was Mary's first little boy,
and she dressed him up in baby clothes
and made a bed for him in stable
because there was no room left for them at the Inn.
This happened at night time,
and as usual the shepherds were out in the fields
looking after their sheep.
But suddenly the sky was filled with light
and they saw the Messenger of God!
At first they were afraid.
But then the Messenger said: 'Do not be afraid!
I have some Good News for you and for everyone else as well.
Jesus, the Lord, has been born this very night.
You will find him wrapped in baby clothes
and lying in a stable in Bethlehem.'
Then the shepherds could hear the sound of many people singing:
'Glory to God in the highest, and peace to his people on earth!'
The shepherds didn't waste a minute.
They quickly found the stable,
they found Mary and Joseph and the baby,
and they told them everything they had heard.
Mary listened carefully to their story
and she kept all these things in her mind.
Then the shepherds went back to their sheep
thanking God for everything they had seen and heard.
When Jesus was born in Bethlehem
he received a visit from some Wise Men.
The Wise Men went to Bethlehem
and they found Jesus there with his mother, Mary,
and they gave him presents.



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 6 Mural Segment 3

Jesus Cares For All People

One day,
Jesus tried to get away with his friends
to a quiet place all by themselves.
But the crowds of people found out where he was going
and they followed him.
So Jesus made them welcome again,
and began to talk to them as usual,
and they brought their sick friends to him.
When evening came,
'the Twelve' wanted Jesus to send all the people back home. '
Send them to the nearest town,' they said, '
so they can find something to eat for themselves
and a place to stay.'
But Jesus said:
'Why don't you give them something to eat?'
But we've only got five loaves and two fishes,' they said,
'Surely you don't expect us to go and buy something
for all these people!'
Jesus simply said:
'Let the people sit down.'
And when they had done so,
he took the loaves of bread and the fishes.
He blessed them,
he broke them into pieces,
and gave them to his friends
who gave them to the people in the crowd,
and they all had enough to eat.

One day Jesus said:
Take care of each other,
This is my new rule:
love one another just as much as I have loved you.
If you do,
People will notice
And they will say - 'You are like Jesus'.

Listen! Themes from the Bible retold for children
A.J. McCallen
Collins Liturgical Publications, London, 1976



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 7 Mural Segment 4

Jesus Dies and Rises – The Spirit of Jesus Lives with us Today

Jesus said, 'I am going to leave you soon,
for I am going back to my God.
But I will not leave you alone,
I will send someone to help you.
'You will not be able to see me,
but you will have my Spirit
to help you and guide you.'

On Sunday morning, very early,
just as the sun was beginning to shine,
Mary Magdalene, Salome, and Mary, the mother of James,
went to the cave where Jesus was buried.
When they got there,
they found the great stone had been rolled away from the door,
and when they went inside,
they found a young man there, dressed all in white.
At first they were afraid, when they saw him,
so he said,
'Don't be frightened!
You want Jesus who was killed, don't you?
Well, you can see where they put him,
but he's not here now.
He is alive!
'Go and tell Peter and the others
they will see him in Galilee!'
Then the women came out of the cave,
but they were so frightened,
they ran away as fast as they could
without saying a word to anybody!

Listen! Themes from the Bible retold for children
A.J. McCallen
Collins Liturgical Publications, London, 1976
(Changed to embrace inclusive language)



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 8

God gave us a wonderful world

Story of creation

Prayer:

Good and loving Creator God,

We thank you for the wonderful world you have given us.

We especially thank you for the gifts of

.....

.....

Help us to care for and look after our world.





Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 9

God became human – Jesus is born Christmas story

Prayer:

Good and loving God,

We thank you for your son Jesus who came to share our life.

*We remember the people who visited and cared for him when he was born,
especially*

.....

.....

.....

Help us to remember that everyone is special.



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 10

Jesus cares for all people

Stories of what Jesus did and said

Prayer:

Good and loving God,

We thank you for your son Jesus who came to teach us how to live.

We remember how he

.....

.....

Help us to care for all people as Jesus did.



Understanding Faith Communities: 4.1 Memories and Celebrations

Worksheet 11

Jesus dies and rises

Good Friday, Easter Sunday, the spirit of Jesus lives with us today

Prayer:

Good and loving God,

We thank you for Jesus' dying and rising.

We remember how he

.....

.....

Help us to remember that good things can happen even when we are sad.



Understanding Faith Communities: 4.1 Memories and Celebrations

Assessment Ideas

How well did the students:

- Demonstrate an appreciation that who we are and what we do become our stories, our rituals and our traditions through their engagement with the memory game and the class book on memories?
- Demonstrate an appreciation that we come to know God and God's qualities by telling the story of what God has done for us through their engagement in the story of the Christian Community and the story of faith communities other than Christian?
- Demonstrate an understanding that various faith communities have their own name for their God through their discussion following the presentation of the Christian story and the story of faith communities other than Christian?
- Demonstrate an appreciation that all faith communities celebrate their God who is loving and caring through their participation in prayer and reflection?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of the importance of remembering and celebrating in our lives?
- Enable the students to articulate their insights into the ways that various faith communities remember and celebrate their important stories?
- Deepen student's knowledge about and connection to God who loves us and cares for us?



Understanding Faith Communities: 4.2 Prayer

Student Objectives

That students will

- Develop an ability to be still, quiet, reflective and to ponder.
- Grow in their awareness of the presence of God in their life and their ability to respond in prayer.
- Learn about the importance of prayer in the life of Jesus and his example of praying to God our Father.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Honesty and trustworthiness
- Integrity
- Responsibility

Opening Statement for the Unit

In this Unit we will be thinking about what it means to pray to God and how we can talk to God about the things that are important in our lives.

Teacher Notes

Teachers will need to be inclusive of students of faiths other than Christian. All students should be invited to share their prayer to their God in their faith-appropriate way.

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

Teacher Reference

www.reonline.org.uk

(go to People of Faith)

Life Times - 4 book series

Rites of passage of major World Religions

Publisher Evans Bros. London, 1998

www.evansbooks.co.uk

Student Resources

Living Religions:

Christianity ISBN 0 431 49860 0

Islam ISBN 0 431 14987 9

Judaism ISBN 0 431 14988 7

Hinduism ISBN 0 431 14989 5

Sikhism ISBN 0 431 14990 9

Buddhism ISBN 0 431 14999

Your librarian will be a great resource.



Understanding Faith Communities: 4.2 Prayer

Lesson 1	You Can Tell Me, I'm Your Friend
Resources	Lesson Format
	<p>Focus questions</p> <ul style="list-style-type: none">• How do you talk with your best friend?• How does talking with your best friend help you to become better friends?• Who are the people you talk to about important things that happen in your life? <p>In pairs, students role-play talking with their best friend.</p> <ul style="list-style-type: none">• What did you do when you were talking with your best friend? List the responses on a chart.<ul style="list-style-type: none">○ <i>Looked at each other</i>○ <i>We listened to each other</i>○ <i>We responded to each other</i>○ <i>We found a quiet place to talk and listen</i>• How does talking with your best friend help you become better friends? List the responses on a chart. Elicit from students the importance of sharing in building a friendship.<ul style="list-style-type: none">○ <i>Because we talk, we get to know each other better</i>○ <i>We become better friends because we know more about each other and we can help each other</i>○ <i>We get to know ourselves better by talking</i>○ <i>We become better friends if we talk to each other because we can share fun times and sad times</i>○ <i>When we talk we can ask a friend for help</i>○ <i>We can praise, congratulate, cheer a friend for the good things that they have done,</i>○ <i>We can thank a friend for the things that they do for us</i>○ <i>We can say sorry, apologize to a friend for something we've done that's hurt them</i>



Understanding Faith Communities: 4.2 Prayer

Who are the people you talk to about important things that happen to you?

- *Mum and dad*
- *Brothers and sisters*
- *Best friends*
- *Grandparents*
- *Uncles and aunts*
- *Cousins*
 - How do you stay in touch with these people if they don't live with you?
 - *Write to them*
 - *Talk on the telephone*
 - *Send them an email*
 - *Think about them*
 - *Think about something they've said*
 - *Remember that they care for you*



Understanding Faith Communities: 4.2 Prayer

Lesson 2	Be Still and Listen
Resources	Lesson Format
<p><i>God Delights in You</i> -Words and Music by Monica Brown Emmaus Productions Distribution PO Box 54 Thornleigh NSW 2120 Phone: (02) 9484 0252</p>	<p>Focus questions</p> <ul style="list-style-type: none">• How can we talk with God?• What did Jesus teach us about talking with God, about praying to God? <p>Relaxation and listening experience for the students <i>(give students the experience of listening at a deeper level)</i></p> <ul style="list-style-type: none">○ Students are seated in a circle on the floor.○ Invite students to close their eyes.○ Be aware of their breathing, of the quietness.○ Be aware of their body, tighten up the muscles, then relax them.○ Listen to the sounds around them.○ Listen to the silence as well. <p>What did you experience?</p> <ul style="list-style-type: none">○ What sounds did you notice that you had not noticed before you were still?○ What sounds are near and what sounds can you hear that are far away?○ What thoughts and pictures came into your head while you were quiet and listening? <p>Sometimes we need to be still and quiet so that we can think and listen. Discuss:</p> <ul style="list-style-type: none">○ What did being still help you do? <i>(Reflect, calm down)</i>○ What did being in a quiet space help you do? <p>Read the passage from the bible where Jesus goes to a quiet place to pray. (Matthew 14:23)</p> <p>Discuss</p> <ul style="list-style-type: none">○ Why does Jesus go to a quiet place?○ What does Jesus do? What does it mean – to pray?○ Where have you experienced or noticed people praying?



Understanding Faith Communities: 4.2 Prayer

How can we talk with God?

- Invite students to close their eyes again and this time to think about God and to tell God about something that is important to them.
 - Just be still and quiet and listen and think.
 - Just as we do with friends, you might **ask God for help** with something
 - You might **praise God** for the good things that he has given you
 - You might **say thanks to God** for the things he has done for you
 - You might **say sorry to God** for the times when you have done something that you are not proud of.

Invitation to pray together

- Light a candle.
- Place the candle in the middle of the circle.
- Invite students to share their prayer/s. (*Ask, Praise, Thank, Say Sorry*).
- Pray together in song.
 - Sing together: 'God Delights in You' (words and music by Monica Brown)



Understanding Faith Communities: 4.2 Prayer

Lesson 3	Book of Prayers – Classroom Prayers
Resources	Lesson Format
<p>Worksheets 1, 2, 3, 4.</p> <p>Candle</p> <p><i>God Delights in You</i> -Words and Music by Monica Brown Emmaus Productions Distribution PO Box 54 Thornleigh NSW 2120 Phone: (02) 9484 0252</p>	<p>Focus Question</p> <ul style="list-style-type: none">• How do we talk with God when we pray? <p>Revisit ‘Talking with a friend’ chart from lesson 1.</p> <ul style="list-style-type: none">○ <i>Ask for help</i>○ <i>Praise</i>○ <i>Thank</i>○ <i>Say sorry</i> <p>Discuss</p> <ul style="list-style-type: none">• When we talk with God, who is our friend too, - when we PRAY - we can:<ul style="list-style-type: none">○ <i>Ask</i>○ <i>Praise</i>○ <i>Thank</i>○ <i>Say sorry</i> <p>Teacher and students write together (Shared Writing) prayers that</p> <ul style="list-style-type: none">○ <i>Ask</i>○ <i>Praise</i>○ <i>Thank</i>○ <i>Say sorry</i> <ul style="list-style-type: none">▪ Discuss the structure of the prayers.▪ Teacher makes available to students worksheets for each prayer structure that gives the students the framework for them to fill in. (see worksheets 1, 2, 3, 4) <p>Students select one or two prayer sheets to fill in and decorate so that it becomes part of the Classroom Book of Prayers.</p> <ul style="list-style-type: none">○ The sheets could be different colours for different prayers.<ul style="list-style-type: none">❖ <i>Ask</i> <i>blue</i>❖ <i>Praise</i> <i>yellow</i>❖ <i>Thank</i> <i>green</i>❖ <i>Say sorry</i> <i>purple</i>○ The Book of Prayers could then be collated in sections:<ul style="list-style-type: none">○ <i>We ask...</i>○ <i>We praise...</i>○ <i>We thank...</i>○ <i>We say sorry...</i>



Understanding Faith Communities: 4.2 Prayer

Invite students to light a candle and get ready to pray (be still and listening).

- Share their prayer
- Sing together again as in Lesson 2: '*God Delights in You*' (words and music by Monica Brown)

Collate prayers – make a classroom binder that can be added to.

- Leave the binder / book on a special prayer table in the classroom.



Understanding Faith Communities: 4.2 Prayer

Worksheet 1 Write and Draw

We ask...

*Dear God,
We ask you to help us when we...*

*Dear Jesus,
Please look after me...*

*Dear Jesus,
You care for me. Help the people in our world who...*

Jesus came to teach us how to ask the Father for what we need.



Understanding Faith Communities: 4.2 Prayer

Worksheet 2 Write and Draw

We praise...

*Dear God,
We praise you for our world.
Your greatness is seen in
Trees
Stars
Animals
Mountains*

*We praise you for creating
us and
our families.*

*We praise you for creating
Sunny days and
Beaches*

Jesus came to show us how to praise the Father for the gifts we have been given.



Understanding Faith Communities: 4.2 Prayer

Worksheet 3 Write and Draw

We thank...

*Dear God,
I thank you for the gifts you have given me.*

My life

My senses

My family

My friends

My teachers

We thank you for sending Jesus who lived with us and taught us to thank you.

Jesus came to teach us how to thank God for all that God has given us.



Understanding Faith Communities: 4.2 Prayer

Worksheet 4 Write and Draw

We say sorry...

Dear God,

We are sorry for the times we hurt other people.

We are sorry for the times we don't appreciate others.

We are sorry for the times we forget to forgive others.

Jesus came to show us how to ask for forgiveness for the things we have done wrong.



Understanding Faith Communities: 4.2 Prayer

Lesson 4	Teach us to Pray – The Lord’s Prayer
Resources	Lesson Format
The Lord’s Prayer Worksheet 5	<p>Focus Question</p> <ul style="list-style-type: none">• How did Jesus teach us to pray?• What did Jesus teach us? <p>Read Gospel story of the disciples asking Jesus ‘Lord, teach us to pray’. (Matthew 6: 9 – 13)</p> <ul style="list-style-type: none">• Discuss: What does Jesus teach us?<ul style="list-style-type: none">○ <i>To talk to God our Father</i>○ <i>To ask</i>○ <i>To praise</i>○ <i>To say sorry</i>○ <i>To thank</i> <p>Read together ‘The Lord’s Prayer’. (Worksheet 5)</p> <ul style="list-style-type: none">• Discuss: Have you heard this prayer before? Where?<ul style="list-style-type: none">○ <i>We pray this prayer together in chapel / church.</i> <p>Students pray the prayer together</p> <ul style="list-style-type: none">• Explain that it is good to learn to remember this prayer so that we can pray it together with other people in our chapel / church services. <p>Add The Lord’s Prayer to the Book of Prayers and leave on prayer table for the students to read and pray.</p> <ul style="list-style-type: none">• Students might be asked to decorate the prayer for inclusion in the book of prayers. <p>Give each student a copy of The Lord’s Prayer</p> <ul style="list-style-type: none">• Perhaps this could be in the form of a little prayer card, something special, a type of bookmark – see worksheet 5 - so that they can pray it whenever they want to.



Understanding Faith Communities: 4.2 Prayer

Worksheet 5

The Lord's Prayer

Our Father in heaven,
Hallowed be your name,
Your kingdom come,
Your will be done,
On earth as in heaven.
Give us today our daily bread.
Forgive us our sins
As we forgive those who sin against us.
Save us from the time of trial
And deliver us from evil.
For the kingdom, the power, and the glory are yours
Now and forever. Amen.

Taken from "*Uniting in Worship*" 1988



Understanding Faith Communities: 4.2 Prayer

Assessment Ideas

How well did the students:

- Demonstrate an ability to be still, quiet, reflective and to ponder through their experience of being still and listening?
- Demonstrate an awareness of the presence of God in their life and their ability to respond in prayer through their impromptu prayer and response?
- Demonstrate a deeper appreciation of the importance of prayer in the life of Jesus and his example of praying to God our Father through their discussion and response to The Lord's Prayer?

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of the experience of prayer in their lives?
- Deepen student's knowledge and connection to Jesus' story and his example of praying to the Father?
- Encourage students to question, think, explore, share and contribute to exploration into prayer and to make connections to their life?



Understanding Faith Communities: 4.3 Indigenous Dreamtime

Student Objectives

That students will

- Understand and appreciate that the Dreamtime is an important part of life for Indigenous Australians.
- Understand and appreciate that Indigenous Australians tell Dreaming stories to their children and in doing so are passing on their Aboriginal heritage.
- Learn about how the Dreaming stories teach children important rules for living and for relationships with others and the land.
- Develop an appreciation of the importance of the custodians of the stories and the oral traditions of Indigenous Australians.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Fair go
- Freedom
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

Teacher Reflection: Multi-Faith Perspectives

This unit aims to enable students to reflect deeply upon their life experiences and to share with others. Teachers need to be inclusive of all faith traditions represented in their classroom, mindful that Christianity is one pathway among many to God.

Therefore all students should be invited to share their experiences and reflections in ways that honour their personal faith and culture.

To assist teachers, a four-term calendar and a resources list are included in the binder.

Recommended Resources

Teacher Reference

www.reonline.org.uk

(go to People of Faith)

Life Times - 4 book series

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Your librarian will be a great resource.



Understanding Faith Communities: 4.3 Indigenous Dreamtime

Lesson 1	The Dreaming
Resources	Lesson Format
<p>www.dreamtime.net.au</p> <p>www.vaeai.org.au</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What is The Dreaming?• Why are the Dreamtime stories important?• Who are the ‘keepers’ or ‘custodians’ of the stories? <p>Investigate with the students what The Dreaming means for Indigenous Australians.</p> <p>Teacher Notes</p> <p>Teachers are encouraged to refer to www.dreamtime.net.au/</p> <ul style="list-style-type: none">• This Indigenous Australia website of the Australian Museum states that “<i>permission to re-tell the ‘Stories of the Dreaming’ can only be given by the custodian/s of each story, in consultation with their community...If you want to use the stories in any other way than access through this website you will need to contact the relevant state or territory land councils to gain permission from the story owners...It can be very distressing for an Indigenous community to find cultural material, whether story, artefact, painting etc., in the public domain without consent.</i>” <p>The website has the following relevant information:</p> <ul style="list-style-type: none">• An introduction to stories of the Dreaming• Why the stories are told• Custodianship of the stories• Copyright of the stories• 20 stories of the Dreaming in video, audio and text form <p>Teachers may wish to use the website and have the students view stories of the Dreaming. All the storytellers on the website are custodians of the stories – they are active in keeping the stories alive and passing them on to the next generation. “<i>These are the stories of the history and culture of the people, handed down in this way since the beginning of time, since the Dreamtime.</i>”</p> <p>Teachers may also wish to refer to explanations of the stories by the custodians on the website and discuss these with the students.</p> <p>Teachers might also wish to access the Victorian Aboriginal Education Association Inc. website (www.vaeai.org.au) and make contact with their local VAEAI office</p> <ul style="list-style-type: none">• ask advice about accessing stories of the Dreaming and• perhaps invite your local representative to speak to your students.



Understanding Faith Communities: 4.3 Indigenous Dreamtime

Lesson 2	Dreamtime Stories
Resources	Lesson Format
<p>www.dreamtime.net.au</p> <p>www.vaeai.org.au</p> <p><i>'The Tjarany Roughtail Lizard Dreaming and Other Stories of the Kukatja'</i> Gracie Green, Joe Tramacchi, Lucille Gill Magabala Books Aboriginal Corporation Broome Western Australia 1992</p> <p>ISBN 0 9588101 4 1</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What are some Dreamtime stories?• What do the Dreamtime stories teach?• How are Dreamtime stories used to guide the young? <p>Teachers could: Refer to Indigenous Australian Website.</p> <ul style="list-style-type: none">• Use the dreamtime stories and the explanation of the stories provided on the website. <p>Research other stories:</p> <ul style="list-style-type: none">• Ask librarian• Ask VAEAI <p>Contact Local Aboriginal Education Consultative Group Representatives</p> <ul style="list-style-type: none">• Invite them to address the students and, if appropriate, tell the students a Dreamtime story. <p>Use 'The Tjarany Roughtail Lizard Dreaming and Other Stories of the Kukatja' resource – The Crow and the Eagle (pages 5 – 9):</p> <ol style="list-style-type: none">1) Discuss with the students what they know about crows (what they look like) and eagles.2) Read the story 'The Crow and the Eagle'3) Discuss the lesson in the story<ul style="list-style-type: none">– The crow is punished for being greedy.– How does this story help young people learn about what is right and wrong?4) Look at the Aboriginal art in the text depicting the dreamtime story.<ul style="list-style-type: none">• Re-read the story while students match the sketch explanations with the art work.• Hopefully this will assist the students in developing an appreciation of Aboriginal art, through understanding and engagement.5) Students could be given the opportunity to read other Dreamtime stories from 'Tjarany Roughtail' (or other resources) throughout the week.<ul style="list-style-type: none">• Students could share with each other a Dreamtime story that they have read, detailing the essence of the story and the lesson/s it teaches.



Understanding Faith Communities: 4.3 Indigenous Dreamtime

Lesson 3	Dreamtime Reflections
Resources	Lesson Format
	<p>Focus Question</p> <ul style="list-style-type: none">• What have we learned about Indigenous Dreaming? <p>Invite students to reflect on what they have learned about Indigenous Dreaming.</p> <ul style="list-style-type: none">• Discuss in small groups and write or draw key learnings from their experience of the unit.• Groups share their reflections with class.



Understanding Faith Communities: 4.3 Indigenous Dreamtime

Assessment Ideas

How well did the students:

- Demonstrate an understanding that the Dreamtime is an important part of life for Indigenous Australians through their investigation and discussion.
- Demonstrate an understanding that the Dreaming stories teach children important rules for living and for relationships with others and the land through their discussion and sharing of dreamtime stories.
- Demonstrate an appreciation of the importance of the custodians of the stories and the oral traditions of Indigenous Australians through their discussion and acknowledgement of the custodians of the stories in the various resources used.

Evaluation

How well did the Unit:

- Lead the students to a deeper appreciation of Indigenous Dreamtime and the importance of the stories for Indigenous Australians.
- Enable the students to articulate their insights into Indigenous Dreamtime and the life lessons that are taught through the stories.
- Encourage students to question, think, explore, share and contribute to inquiry into Indigenous Dreamtime and to make connections to their life?



Understanding Faith Communities: 4.4 Signs and Symbols

Student Outcomes

That students will

- Be encouraged to notice the use of signs and symbols in their lives and the world around them.
- Be encouraged to think about the power of signs and symbols.
- Explore the way people use signs and symbols in their relationships with each other.
- Be encouraged to think about the way signs can be misread.
- Be encouraged to think about the power of signs and symbols used in the Christian story.
- Be encouraged to think about the times when they are signs and symbols to others.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion

Teacher Reflection: Multi-Faith Perspectives

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Understanding Faith Communities: 4.4 Signs and Symbols

Lesson 1	The Power of Sign and Symbol
<p>Resources</p> <p>Images of signs and symbols, eg: football club, McDonalds, stop sign. Also symbols reflecting relationship, eg. flag, wedding ring, black arm band.</p> <p>Images showing signs in body language/behaviour.</p> <p>Large sheets of paper, plus magazines and newspapers.</p>	<p>Lesson Format</p> <p>Focus Questions</p> <ul style="list-style-type: none">• What are some of the logos, signs around us every day?• What are some of the things signs, symbols tell us about the world, other people?• Why do we use signs? <p>Discuss the power of symbol by displaying some signs/symbols, eg:</p> <ul style="list-style-type: none">- <i>A football club's logo</i>- <i>The school logo</i>- <i>McDonald's logo</i>- <i>Stop signs, etc</i>- <i>Astronomical signs</i>- <i>The mathematical signs standing for addition, subtraction, multiplication etc.</i> <p>Brainstorm with students for a few minutes, listing as many signs/logos as you can.</p> <p>Display and discuss some examples of signs/symbols that express our relationship with one another, eg:</p> <ul style="list-style-type: none">- <i>Flag</i>- <i>A diamond ring</i>- <i>A black arm band</i>- <i>A policeman's/woman's uniform</i> <p>Display and discuss images that are a sign of what people are doing/feeling, eg:</p> <ul style="list-style-type: none">- <i>People in uniform</i>- <i>Children in bathers</i>- <i>People hugging</i>- <i>People wearing party hats, etc.</i> <p>Activities</p> <ul style="list-style-type: none">• Students can draw/make a sign.• On a large sheet of paper, have students paste pictures from magazines/newspapers about people and signs, eg,<ul style="list-style-type: none">- <i>Sportsperson</i>- <i>A bride</i>- <i>Someone laughing / crying / being angry, etc.</i>• Play some charades that somehow hinge around a sign, eg, ignoring a sign saying:<ul style="list-style-type: none">- <i>Bridge closed</i>- <i>Don't feed the Animals, etc.</i>- <i>(Students will have no trouble thinking of some good ones!)</i>



Understanding Faith Communities: 4.4 Signs and Symbols

Lesson 2	Reading / Misreading the Signs
Resources	Lesson Format
<p>Picture story-books about misreading the signs eg:</p> <p><i>Greetings from Sandy Beach</i> Bob Graham</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What are some of the signs people use with each other?• When and how do we sometimes misread the signs? <p>Signs from other people impact on us, eg, hug, smile, frown, wave, welcome, exclusion, inclusion, etc.</p> <ul style="list-style-type: none">- Students could role-play some of these.- Discuss feelings/experiences of students. <p>Signs can often be misinterpreted.</p> <ul style="list-style-type: none">• Explore this idea through story, eg:<ul style="list-style-type: none">- <i>Greetings from Sandy Beach</i> - Dad 'misreads' the bikies. <p>Discuss:</p> <ul style="list-style-type: none">- What are some of the signs you have discovered in the story you have read?- When have you seen these signs in your life?- When have you felt like one of the characters? <p>Ask students to write or draw about a time when they misread the signs.</p>



Understanding Faith Communities: 4.4 Signs and Symbols

Lesson 3	Signs In Our School
Resources	Lesson Format
<p>Arrange a time to go on a school tour</p> <p>Large sheets of paper for making signs</p>	<p>Focus Questions</p> <ul style="list-style-type: none">• What/where are the signs around our school?• What do these signs tell us about what is important in our school? <ul style="list-style-type: none">• Each community has its own signs and symbols.<ul style="list-style-type: none">• Go on a discovery tour of your school looking for your signs and symbols.• Students could compare their findings.• Talk about signs that tell people are important.• Brainstorm some new signs for your school or class.<ul style="list-style-type: none">• They may be some signs that students think would be helpful, but they could also be light hearted.• Students will have no trouble coming up with some!• Make some new signs!



Understanding Faith Communities: 4.4 Signs and Symbols

Lesson 4	Christian Symbols Point Us To God
Resources	Lesson Format
<ul style="list-style-type: none">• Internet• Copies of notes on some church symbols as needed.• Large ‘poster’ sheets of paper if needed	<p>Focus Questions</p> <ul style="list-style-type: none">• What are some of the Christian symbols?• What do these symbols tell us? <ul style="list-style-type: none">• The Christian Community has its own special signs and symbols.<ul style="list-style-type: none">• Students could visit the school chapel/local church and make a list of all the signs visible.• Otherwise go to Christian Symbols on the Internet, (via google), eg: www.home.att.net/~wegast/symbols/headline.htm• Students could present their findings on some of the symbols in poster form/written form/orally.<ul style="list-style-type: none">• In groups or pairs, students research the meaning attached to one symbol using information supplied by the teacher eg the cross, bread and wine, the dove, etc.• <i>The teacher will need to choose symbols that are accessible to the understanding of students of this age and perhaps restate the information in easier and more comprehensible language for the students.</i>• Ask students to think about the power of these symbols by listing as many things as they can, that the symbol points to.<ul style="list-style-type: none">• Teacher and students will need to brainstorm together.• <i>Students will need the teacher to guide them through this thinking.</i>• <i>Eg. The cross points to:</i><ul style="list-style-type: none">- <i>Forgiveness</i>- <i>Love</i>- <i>Reconciliation</i>- <i>Humility</i>- <i>Victory</i>- <i>Failure</i>- <i>Death</i>- <i>Abandonment</i>- <i>Pain</i>- <i>Suffering</i>- <i>Misunderstanding</i>- <i>Anger</i>- <i>Betrayal</i>- <i>Saving</i>- <i>Eternal life</i>- <i>It's ends point: in four directions: north, south, east, west. to four elements of the world: earth, water, fire, air</i>- <i>Tree of life</i> <ul style="list-style-type: none">• <i>See Teacher Notes at end of unit for some information on symbols</i>



Understanding Faith Communities: 4.4 Signs and Symbols

Lesson 5	People As Signs
Resources	Lesson Format
<p>Materials for making:</p> <ul style="list-style-type: none">- badges- signs for worship service	<p>Focus Questions</p> <ul style="list-style-type: none">• What are some signs we use/can use, in a worship service?• When/how are people signs?• What can they point to? <ul style="list-style-type: none">• Prepare a worship/prayer service using some selected signs.• Make a badge that is a sign of you<ul style="list-style-type: none">• <i>eg, I Like People</i>• <i>Keep Smiling</i>• <i>Trees are Important.</i>• Wear the badge or give it to someone else.• Draw times when <i>you</i> are a sign of<ul style="list-style-type: none">- Love- Care- Peace



Understanding Faith Communities: 4.4 Signs and Symbols

Assessment ideas

Did the students demonstrate some understanding of the power of logos, signs in their lives through :

- discussion,
- suggestion,
- drawing a sign?

Did the students demonstrate an understanding of the way signs and symbols are used in relationships between people through:

- discussion,
- suggestion,
- collecting and cutting out appropriate pictures,
- role play?

Did the students show an appreciation for the way signs can be misread through:

- Listening to a story
- Discussion
- Suggestion
- Writing about their own experience?

Did students show an understanding of the importance of signs around the school in pointing to care of people through:

- Discovery and collating tour of the school
- Discussion
- Brainstorming and presenting ideas for a new sign?

Did students grow in their understanding of the place and power of symbols in the Christian story through:

- Research
- Discussion
- Oral or written presentation
- Listing of meanings behind a symbol?

Did the students grow in their understanding of themselves as signs through:

- Badge making
- Writing and drawing
- Discussion?

Evaluation

How well did the unit:

- Lead the students into a deeper understanding of the power and place of signs and symbols in their lives and world?

Encourage students to consider the way signs and symbols are used in relationships between people?

- Lead the students into a deeper understanding of signs and symbols used in the telling the Christian story?
- Encourage the students to think about way they themselves can be signs?



Uniting Church in Australia
Come and See
Early Years (3 & 4)

Understanding Faith Communities: 4.4 Signs and Symbols



Understanding Faith Communities: 4.4 Signs and Symbols

The Christian Community: 4.9 Signs and Symbols

Information Sheet

Signs and Symbols of the Christian Church

The Cross

Some 50 types of crosses have been devised for church use. The church building itself may be a cruciform. The Latin cross and the Greek cross - and the Tau cross shaped like the Greek letter *tau*, or the English T, are the most common.

The cross on which Jesus was crucified was an emblem of shame. But Christians regard it as a symbol of honour. The empty cross is a symbol of Jesus' resurrection. The crucifix is a symbol of Jesus death on the cross.

The Letters: IHC

IHC stands for the first three letters of IHC OYC - Iesus in small writing - namely Jesus.

The Chi Rho

The Chi Rho stands for the first three letters of *Christos*. The Greek letter *chi* (ch) is written on the English capital letter X. The Chi Rho occurs in various forms in the catacombs, on ancient coins, lamps, pottery pieces and on gravestones. It sometimes occurs together with the Alpha and Omega to affirm that Christ is the beginning and the end.

The Shell

The shell symbolises Jesus baptism and his followers' baptism. Artists believe that Jesus' baptism was performed by John pouring water from a shell.

The Fish Symbol

Ichthys the fish, is the symbol for Jesus Christ. The word consists of five letters of the Greek alphabet *I-ch-th - y -s*. which are regarded as initials for five words: *Iesosus Christos Theou Yios Soter* - Jesus Christ, God's Son, Saviour. Very likely the sign was used as a sign by which early Christians found and identified one another, especially in times of persecution. When scrawled on a wall, the ground, in the market place, near a fountain, it let wandering Christians know there were other Christians there.

The Dove - The Spirit of Pentecost

The descending dove is the most frequent representation of the Holy Spirit. It is associated with the coming of the Spirit, in the form of a dove at Jesus' baptism.



Understanding Faith Communities: 4.4 Signs and Symbols

The Lamp of Knowledge

Lamps were lit to dispel physical darkness, but it often refers to doing away with mental darkness and the rekindling of knowledge. Jesus is referred to as the Light of the World banishing Spiritual darkness.

The Church – like Noah’s Ark

The church has long been referred to as a ship. In many churches the ceiling is built in the shape of an upturned boat. The main part of the church is called the nave, from the Latin *navis* - a ship. As the ship sails through troubled seas, Jesus is seen as the captain and the church members as the passengers.

The Olive Branch

The Olive Branch is a symbol of victory, hope, and expectation of new life dating back to the story of Noah and the flood. After the waters fell, the dove came back to Noah with an olive leaf in its beak, telling him that dry land and new hope were once again visible.

The Sacrament of Baptism

The sacraments are the most significant signs of the Christian Church. Christians believe that in and through them, Jesus is present and active.

The Font

The font is the universal symbol of baptism. It is shaped as either round or eight sided. The number eight in Christian symbolism represents the new birth of Christ. The cover of the font tapers off into a cross, to point to Christ’s death and resurrection and its connection to the person being baptised. The dove on this cover reminds Christians of the Holy Spirit that creates and strengthens faith.

The Sacrament of Holy Communion

The chalice and ciborium (containers for wine and wafers). Christians believe that in the drinking and eating of the wine and bread, God’s grace is offered to all who receive it.



Understanding Faith Communities:

4.5 The Uniting Church in Australia

Student Objectives

That students will

- Be encouraged to think about the meanings of love, acceptance and forgiveness.
- Explore the meaning of The Uniting Church logo and some of the beliefs of The Uniting Church.
- Read and contemplate the stories of some early members of The Uniting Church and consider their lives of faithfulness and their contribution to the community.
- Be encouraged to value their own contribution, as well as that of others, to The Uniting Church today.

Values (As articulated in The National Framework for Values Education in Australian Schools, DEST)

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
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Understanding Faith Communities:

4.5 The Uniting Church in Australia

Lesson 1	Exploring Love, Forgiveness and Acceptance
Resources	Lesson Format
<ul style="list-style-type: none">• Copies of worksheets 1 and 2 for each student• Book: <i>'Fox'</i> by Margaret Wild and Ron Brooks (2001 Allen & Unwin) <i>(or any storybook that explores the ideas of love, acceptance, forgiveness.)</i>• Plain A4 cover paper for drawing	<p>Focus Questions</p> <ul style="list-style-type: none">• What does it mean to love someone?• What does it mean to accept someone?• What does it mean to forgive someone? <p>Discuss with students their understanding of what love, acceptance, forgiveness means</p> <ul style="list-style-type: none">• One group of students in response to the question, 'What would happen if there were no forgiveness?' came up with these answers:<ul style="list-style-type: none">• "There would be a lot of red bottoms!"• "There would be a lot of red comments in record books!"• Read the picture storybook <i>'Fox'</i>.• Explore with students the questions on Worksheet 1 and 2.



Understanding Faith Communities:

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Lesson 2	The Logo
Resources	Lesson Format
<ul style="list-style-type: none">• Copies of Worksheet 3 for each student.• A coloured version of The Uniting Church in Australia emblem• A4 cover paper and possibly some squares of coloured paper, scissors and glue	<p>Focus Questions</p> <ul style="list-style-type: none">• What are the principles embodied in the Uniting Church Logo?• What do these express about the beliefs of The Uniting Church (and all Christian Churches!) <ul style="list-style-type: none">• Work through Worksheet 3.• Students are to make up their own emblem, expressing their understanding of things like friendship, love, peace, justice, racism.



Understanding Faith Communities:

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Lesson 3	People of the Uniting Church
Resources	Lesson Format
<ul style="list-style-type: none">Copies of Worksheets 5 to 11 for each student.	<p>Focus Questions</p> <ul style="list-style-type: none">Who are some of the people who have been an important part of The Uniting Church?What did they do and what do they believe in? <p>In this lesson and lesson four, work through Worksheets 5 to 11 as time allows.</p> <ul style="list-style-type: none">You may decide to divide the work between students. <p>People covered are:</p> <ul style="list-style-type: none">John Flynn and The Royal Flying Doctor ServiceThe MacKenzie sistersSir Edward 'Weary' DunlopJohn and Charles WesleyAlex: a ten year old girl from South Australia



Understanding Faith Communities:

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Lesson 4	People of the Uniting Church
Resources	Lesson Format
<ul style="list-style-type: none">Copies of Worksheets 5 to 11 for each student.	Continue work on Worksheets 5 to 11



Understanding Faith Communities:

4.5 The Uniting Church in Australia

Lesson 5	The Uniting Church Today
Resources	Lesson Format
<ul style="list-style-type: none">Copies of Worksheets 5 to 11 for each student.	<p>Focus Questions</p> <ul style="list-style-type: none">How are we part of The Uniting Church?Who are some of the people in The Uniting Church today?When did The Uniting Church begin? <p>The 'Birthday' of The Uniting Church is the 22nd June.</p> <ul style="list-style-type: none">The Uniting Church in Australia was formed in 1977 as a union of three churches which had been present in Australia for nearly two centuries.The Congregational Union of Australia, The Methodist Church of Australasia and The Presbyterian Church of Australia agreed to come together on a Basis of Union accepted by the three churches after some twenty-three years of negotiation.Some Congregational and Presbyterian congregations decided not to enter union, but all Methodist churches, working under a national constitution, became part of the Uniting Church.The inauguration date was the 22nd of June 1977. <p>Plan a birthday celebration for the 22nd June.</p> <ul style="list-style-type: none">Colours red, black and white.Invite someone from The Uniting Church to come and speak about their part in the story<ul style="list-style-type: none">eg. an older person, a member of the local presbytery, a local U.C.A. minister, even the Moderator sometimes is available if you plan early enough!Plan a church service in which you tell some of the Uniting Church story. <p>Discuss with students their own part in The Uniting Church.</p> <ul style="list-style-type: none">Eg. As members of the school community.<ul style="list-style-type: none">Where do you see signs in the school that remind you of this connection?Eg. Logos, church services, the school's charter, members of a local congregation.



Understanding Faith Communities:

4.5 The Uniting Church in Australia

Assessment ideas

How well did the students:

- Explore the meaning of love, acceptance, forgiveness through:
 - reading stories,
 - listening,
 - discussion,
 - written answers,
 - drawing?
- Grow in understanding of some of the foundational beliefs of The Uniting Church by:
 - colouring the logo correctly,
 - reading,
 - discussion,
 - making their own badge representing for example: acceptance, peace, love, justice?
- Grow in their knowledge about early members of The Uniting Church, their faith and contribution through:
 - reading their stories,
 - written answers,
 - discussion,
 - solving puzzles,
 - drawing,
 - writing?
- Grow to value their own part and that of others in The Uniting Church today through:
 - preparation of and participation in a “Birthday” Church service,
 - listening to and being involved in a discussion with a present member of The Uniting Church,
 - noticing signs pointing to their own and the school’s involvement in The Uniting Church through observation and discussion?

Evaluation

How well did the unit:

- Lead the students to a deeper understanding of the concepts of love, acceptance and forgiveness?
- Enable the students to grow in their understanding of the foundation beliefs of The Uniting Church?
- Allow the students to explore something of the stories of members of The Uniting Church, their faithfulness and their contribution?
- Encourage the students to value their own contribution as well as that of others to the life of The Uniting Church today?

Work Sheet 1

The Fox¹

Some questions for you to think (and talk) about:

1. What does dog ask magpie to do for him? _____
 2. What does dog ask fox to do for him? _____
 3. What happens at the end of the story? Why? _____
 4. Do you think that dog's love for magpie changes magpie? How? _____
 4. Do you think that dog's love for fox changes fox? How? _____
 6. Can you remember a time when you needed help and someone gave it to you without expecting anything in return? What did you feel like? Perhaps you could do a drawing or write about this.
- *Read this story from the Bible (Luke 19:1-10) about Jesus and then answer the questions underneath*

When Jesus was going through Jericho on his way to Jerusalem, crowds of people wanted to see him. Zacchaeus was the chief tax collector. People didn't like Zacchaeus. He took too much of their money, so he was very rich.

Zacchaeus wanted to see Jesus too. But he was very short and the people would not let him through, so Zacchaeus climbed a sycamore tree. When Jesus came, he looked up and called him by name.

"Zacchaeus, come down. I must stay with you today."

Zacchaeus was so happy that he couldn't help but come right down. But the people were angry.

"Why is Jesus staying with Zacchaeus? Zacchaeus does bad things. He's a tax collector and he takes money that isn't his."

Then Zacchaeus said, "Jesus, I will give half of everything I have to the poor and if I have taken money that doesn't belong to me, I will give it back and four times more."

Jesus said, "Zacchaeus, today you are saved. You are right with God and you are right with the people. I, the special Son of God have come to find and save everyone who is lost."

(Luke 19:1-10)

Work Sheet 2

Questions

1. What do you think it is like to be so short that you cannot see what you want to see?

2. How do you think Zacchaues felt when Jesus called him by his name?

3. What do you think Jesus and Zacchaeus said as they walked together?

4. How do you think Zacchaeus felt when he gave half of his things to the poor?

5. How do you think the poor people felt?

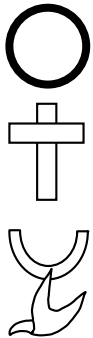
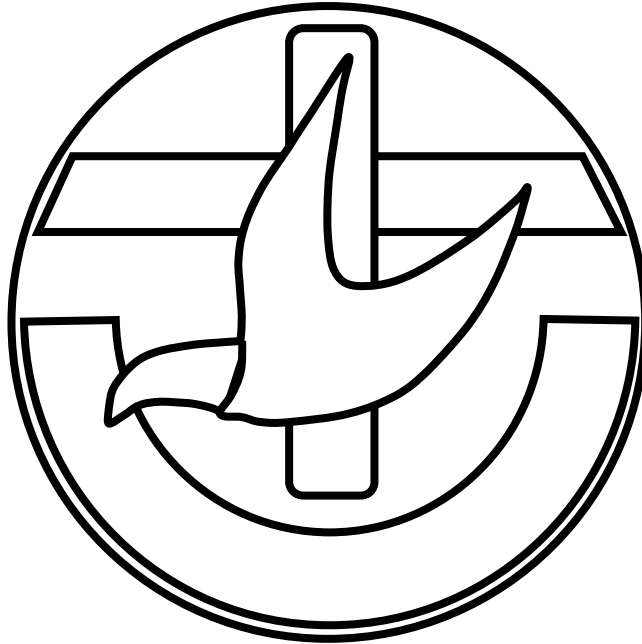
6. What do you think Jesus meant when he said Zacchaues was now right with God and with the people?
How do you think Zacchaeus felt now?

7. What do you think Jesus meant when he said he came to find the lost?

8. Can you see any ways in which the story of *Fox* is like the story about Jesus and Zacchaeus?

Work Sheet 3

1. The emblem of The Uniting Church in Australia is a picture of the way the people of this church understand the way God loves us. Colour in the Uniting Church logo below in the correct colours.



The black circle of the background is a reminder of the way we are often in need of help, that there are times we feel lost and afraid when hurtful things happen.

The white cross reminds us of how God comes to us and loves us, bringing us new hope and life.

The white U (like an unfinished circle) is a reminder that God's love unending, never finished.

The dove is a reminder of God's Spirit, which is always with us changing the world through love.

2. Make your own emblem. Include images of things that are important to you. Use cover paper and coloured paper. For example, you may do an emblem about peace, love for others, friendship, justice, etc.

John Flynn and the Royal Flying Doctor Service

This story is about a man who understood the loneliness and fear of living in outback Australia before the days of 'planes and radio and had the dream to do something about it.

It happened in the 1920's when aeroplanes were just being developed. (The Wright Brothers had made the first successful aeroplane flight in Australia in 1917.) John Flynn had been living and working in outback Australia as the director of the Australian Inland Mission since 1912. He was a minister in the Presbyterian Church (one of the churches from which the Uniting Church in Australia grew) and was known as a man of great love, compassion and action. He helped The Inland Mission in their work of building hospitals and medical centres in outback Australia, such as Port Headland and Pine Creek. But John Flynn planned for the time when there would be a nursing centre within 150 kilometres of every home. He longed for people to be able to live in the inland without loneliness and fear. He believed that the aeroplane would be used to conquer the problem of distance and spread a 'mantle of safety' as he called it, over inland Australia.

In 1917, Lieutenant J. Clifford Peel, a member of the Australian Flying Corps, shared with John Flynn his vision for an aerial medical service. He had worked out details about the types of aircraft needed, landing strips and costs. Unfortunately Peel was killed while serving in the First World War. Clifford Peel came from Inverleigh near Geelong, Victoria, and shares a memorial window with Rev. John Flynn in a Uniting Church there.

John Flynn pushed on with the dream. In 1927 the first aircraft for medical use flew from Cloncurry to Mount Isa with a seriously injured miner. It was the first unofficial Flying Doctor Mission.

In 1928 the Australian Inland Medical Service was established at Cloncurry in Queensland. With one plane and one doctor, the service was on trial for one year and during that time 50 flights were made and 250 patients attended.

The big problem now was to find a way for every home and camp to be able to contact the Flying Doctor service. With the help of Alfred Traeger, an electrical engineer from Adelaide, John Flynn had carried out successful tests with radio equipment in 1926, between Hermannsburg mission and Alice Springs, one hundred kilometres to the east.

John Flynn's plan was to have a small radio transceiver in every home and camp. There wasn't much money available and John Flynn wanted Alfred Traeger to have everything he needed, so he offered his own salary for the next two years as a guarantee for Alfred Traeger to be able to develop a transceiver.

After a number of experiments, Alfred Traeger invented a cheap, easily operated set which cost about \$100 at the time, and was available in 1929. The set was worked by a small generator pedalled with the feet. It became known as 'the pedal wireless.' Eventually car batteries were used instead of 'pedal power.'

Alfred Traeger was born in 1895 and grew up on the family's wheat farm at Balakave, about one hundred kilometres north of Adelaide. He became an electrical engineer. He died in 1980. He will long be remembered for his work with the Royal Flying Doctor Service and one of John

The work of the Aerial Medical Service expanded and improved due to the encouragement and generosity of many people. It is said that in the Northern Territory, everyone's life has been touched by Flynn and his work.

John Flynn is known as a man of compassion, faith, love and action. He was a visionary who also saw the 'big picture' of what needed to grow and change. He was prepared to follow things through, always looking for a way to solve problems that came up along the way. He was prepared to risk his own money to do this. He believed strongly that he should play a part in helping other people and that he should work hard to do so.

Some questions for you to think about and discuss:

1. What do you do when you are very sick or injured?
 - Where do you go?
 - How do you get there?
 - How do you contact the people you need to help you?
2. Now think about how you would answer these same questions if you were living in outback Australia, hundreds of kilometres from a town or other people.
3. Now think about how you would have got medical help before the days of aeroplanes and radio.
4. Can you think of any other words that may describe John Flynn?
5. There were people at the time that said he was not doing the 'proper' work of the church.
 - What do you think?
 - What do you think is the proper work of the Church?
6. John Flynn is on the back of our twenty dollar note. Ask your teacher or parents to show you one.
 - Can you identify different parts of his story on the \$20?

Work Sheet 6

The Story of the Mackenzie Sisters

Helen and Cath McKenzie were sisters, born in Korea. Their father was a Scottish minister and doctor who came to Korea to work in a special hospital for people with leprosy. Their mother was an Australian who set up a special home for children without parents. Helen studied to be a doctor in Australia and Cath also studied in Australia to become a midwifery nurse (that is a nurse who helps to deliver babies). Helen and Cath returned to Korea in 1951 after being away for 20 years. They came back to work as a doctor and nurse in hospitals. Here is a conversation between the sisters after they returned to Korea.

Helen Korea is so different Cath. I hadn't expected it to change so much.
Cath Twenty years is a long time to be away Helen.
Helen Yes, but I hadn't expected the army to still be in charge of Children's Homes and hospitals. The war is over. There are so many more people here, than there were when we were children. There are slums and refugees everywhere.
Cath But wasn't it wonderful to find some people who do remember us?
Helen There are so many people needing help, Cath. Where on earth will we start?
Cath I've arranged for us to visit some of the hospitals. That seems like a good place to start.

A week later

Helen Oh, Cath. I just can't believe it. The hospitals are so dirty! The patients aren't washed and their families give them their medicine. I'm sure most of them don't know the correct dose to give!
Cath There aren't nearly enough nurses in the hospital.
Helen And the doctors don't seem to be aware of how unhygienic things are! It will just be too hard to change things. What are we going to do, we can't work in these hospitals?
Cath Perhaps we could set up our own hospital where we could train doctors and nurses to a higher standard.
Helen It must be a hospital run by the Korean people for themselves eventually, although we would train doctors and nurses at first.

A few months later

Cath I know it was very disappointing not to buy the hospital we hoped for, but I noticed that the Army are moving out of the Mission Kindergarten building that has been used as a hospital.
Helen With money given to us by the women and men in the Presbyterian Church in Victoria, we may be able to buy it and fix it up.

Weeks later

Cath Well I knew it was going to take some work to fix it, but this building was very dilapidated!
Helen We'll call it 'Il Sin Women's Hospital' which means 'daily new'. People will remember the name from the old Mission School and Kindergarten our parents used to run so they'll know where to come.
Cath It is good to have a hospital especially for women and babies. We will be able to train many doctors and nurses to care for them here.
Helen Look at all these baby clothes and napkins sent by the women from churches in Victoria. It is so good to have their support.

Three years later

Cath Well I can't believe we made the move into this new hospital building between breakfast and lunch and that dinner wasn't even late!

Understanding Faith Communities 4.5 The Uniting Church in Australia (cont.)

Worksheet 6 (cont.) The Story of the Mackenzie Sisters

Ten years later

Helen When we first opened the hospital in 1952 we had 5 staff, now we have 122. We have trained 383 nurses to help deliver babies, many of whom are now working in other parts of Korea.

Cath And we have had 11,144 babies delivered in ten years!

Helen Helping women who needed special care, sick and premature babies has been wonderful.

Cath As has being able to nurse abandoned children back to health and find them new homes.

In 1963

Helen It has taken a while, but at last we are registered as a proper training hospital for doctors.

Cath I just wish we knew how the hospital was going to keep going. Many people can't afford to pay for care and so many others can only pay a small amount. Without help from churches in Australia and America we would never survive.

Helen At the same time, more and more people come for help each year. It is so hard to turn them away. There are times when I just want to give up. There just seem to be so many problems and I can't find the answers. Doctors and nurses we have trained, leave to work overseas because we can't pay them enough, and government regulations seem to want to wear us down rather than help. We haven't got enough doctors and nurses and people are working much harder than is right. We need a bigger hospital to help all the people who need it but how can we do that! There is no money!

Cath The Inter-Church Aid fund approved money to help us, but so far we have received nothing.

Helen In the mean time we need to remember that even though we take in more patients than we should, that more and more women are coming for help when they need it, so more healthy babies are being born and women are living longer to care for them. We have now trained over 700 nurses since the hospital began and they are now helping women and babies all over South Korea.

Cath But we don't have many doctors training here any more. The course is long and hard, and although young doctors get lots of experience, they don't get time to study here because they have to work such long hours. There are only seven doctors training this year.

Helen But we also look forward in hope, trusting God to help our need as before. It is always in God's strength we go on.

Helen and Cath Mackenzie are both retired now and living in Melbourne. They are still much loved and remembered for their work in Korea for God and the Presbyterian Church (now part of the Uniting Church) and their lives and work still inspire many people.

This is the 'Il Sin" hospital, which means 'daily new' established by the MacKenzie sisters in Korea.

This is the doctor trained in the hospital that the MacKenzie sisters established in Korea

This is the nurse who helped the doctor and trained in the hospital that the Mackenzie sisters established in Korea.

This is the mother helped by the nurse who helped the doctor who trained in the hospital established by the MacKenzie sisters in Korea.

This is the child born to the mother helped by the nurse who helped the Doctor who trained in the hospital built by the MacKenzie sisters in Korea.

Work Sheet 7

Alex

The following story appeared in Overseas Aid News for October 2004. This magazine is printed by the Uniting Church in Australia's Overseas Aid Commission.

Alex is a ten-year old girl living in Adelaide. She is a member of the Uniting Church in Australia. When she read about children living in a children's home in Zimbabwe, she decided to help. She started to save up money she would have spent at the tuck shop during Lent. She said, "I knew that in some places in the world, food was scarce and here I was buying expensive junk food that I didn't really need. So I decided to give my tuckshop money to a charity, so that people in other countries could have a better life. Alex was able to donate enough money to allow ten children to attend a course to help them get jobs where they lived.

Your response:

When I read these stories they make me think _____

I could respond by _____

Our class could respond by _____

Work Sheet 8

Sir Edward 'Weary' Dunlop

Sir Edward 'Weary' Dunlop has been described as a man who was all of these things: forgiving, loving and compassionate, dependable, brave, optimistic, humble, hero, big, gentle. These things could be said about many people, but Weary' Dunlop is remembered for them because of the way he lived, especially as a prisoner of war during Word War Two and afterwards.

When he died more that 2000 people filled St. Paul's Cathedral in Melbourne and thousands more lined St. Kilda Road on a cold, rainy day to pay him their last respects. The statue of Sir "Weary' Dunlop, which stands in St. Kilda Road, reminds us of this humble compassionate man and the things that were important to him. He is simply standing, not up on a pedestal or riding on a horse. He wears a red poppy in his lapel and he stands in front of railway sleepers taken from the Burma railway, built by Sir Edward and other prisoners of war during World War II.

'Weary' grew up on a farm at Stewarton, near Shepparton Victoria. He studied medicine at Melbourne University where he got the nickname of 'Weary'. Some say it came from his last name 'Dunlop' (Dunlop tyres - tired - weary.) Others think that it came from his great ability as a rugby player to score tries (he was never tired). Whatever the reason the name stuck because he became known especially as a man who never tired of helping others.

As a prisoner of war, he used his skills as a doctor to help others. He always tried to make sure that men who were too sick and weak to work hard were given easier jobs. Standing up for his men often meant that 'Weary" himself was in trouble with the guards. Once he was made to stand for hours in very hot weather while prison guards beat and kicked him. When he lost his temper, they beat him and tied him to a log. As soon as he was released "Weary" hobbled to his hospital tent to look after another prisoner who needed help.

After the war was over, 'Weary' worked hard to try and build friendship between Australia and Japan. There were many people at the time who could not understand this, but he refused to be bitter and angry saying that it was time to work together towards living in peace after the terrible destruction and hate of war.

'Weary' was a member of the Toorak Uniting Church in Melbourne when he died. In his life as a man of compassion and forgiveness, he tried to live as Jesus taught us.

Some people in your life for you to think about:

1. Someone who forgave you when you didn't expect them to _____
2. People who love you _____
3. Someone you can depend on _____
4. Someone you think is brave _____
5. Someone you know who always looks on the bright side of things _____
6. Someone who doesn't make a big fuss about themselves _____
7. Someone you think is a hero _____
8. Someone you know who is big _____
9. Someone you know who is gentle _____

Think about what your life is like because of these people and what your life could be like without them. Think about the way these people make a difference.

Work Sheet 9

Forgiveness

Write or draw what you would see, hear or feel when someone forgives you

Looks like	Sounds like	Feels like

- What would the world be like if there were no forgiveness?

- Find the following words in the table below? Words can go forwards, backwards or diagonally.

forgiving loving compassionate dependable brave
 optimistic humble hero prisoner gentle
 weary Japan big

s	l	p	u	b	n	q	t	b	a	j	k	d
f	o	r	g	i	v	i	n	g	s	n	o	p
l	o	i	b	e	t	o	r	e	h	n	e	r
c	r	s	n	d	n	p	x	a	j	k	p	e
c	b	o	c	d	f	t	j	l	t	r	p	h
u	x	n	t	n	s	i	l	b	o	a	b	u
l	f	e	g	p	q	m	t	e	e	r	e	h
o	b	r	l	l	p	i	f	w	c	k	u	t
e	t	a	n	o	i	s	s	a	p	m	o	c
v	b	f	g	v	h	t	k	d	b	o	j	p
a	q	s	u	i	c	i	j	l	f	a	b	v
r	p	r	b	n	b	c	e	o	p	v	z	a
b	t	b	a	g	s	q	r	a	j	b	o	d
j	a	e	l	b	a	d	n	e	p	e	d	l

John and Charles Wesley

In Melbourne, Wesley College and Wesley Church are just two important places named after John Wesley. At the front Of Wesley Church in Collins Street, Melbourne, there is a statue of John Wesley dressed in the clothes of an Englishman living at the time when Australia was first settled by white people in 1788. He is holding a Bible in his hand. This statue tells us something about what was important to John Wesley.

John Wesley spent the last fifty years of his life riding on horseback around England talking to anyone who would listen to him, speaking in the towns, the mines, the markets about God's love. He did this because in 1738, as he sat in a small church in Aldersgate, London, listening to someone reading from the Bible, he felt 'a strange warming in his heart'. He knew for the first time that God's love and forgiveness was for him as well as all people. He spent the next fifty years travelling, telling anyone who would listen. Many people did listen and soon there was a great following of people who eventually became part of a church known as the Methodist Church. (Today the Methodist Church is part of The Uniting Church in Australia.) John Wesley's brother, Charles also travelled with him preaching and talking to people, and he became known especially for the many songs (or hymns) he wrote for people to sing. In many churches, these hymns written by Charles Wesley are still amongst many people's favourite hymns.

John and Charles Wesley are remembered particularly for their understanding that it is not enough just to believe in God's love. They believed that your actions must show that you do. It is not enough to say the words - what you believe must affect what you do. John Wesley always made sure that collections of money for the poor were taken up at Methodist Church services. He developed programs to help people who were unemployed and set up a special fund to lend people money who wanted to start a business. He spoke out very strongly against people being used as slaves. He spoke out often against war and about the very poor conditions in prisons at the time.

If you look at the statue at the front of Wesley Church in Collins Street Melbourne, you can see that he wasn't a very big man, but he is remembered as a man with huge energy for what he believed and for God.

Doing what we believe

Why don't you take a pen that doesn't belong to you? Tick any of the following reasons that are true for you and discuss your answers with a friend. Put an additional cross X next to the one that you think is the best reason.

- The owner will hit me
- I'll get into trouble
- She will take something of mine to pay me back
- It's the right thing to do
- other people won't like or trust me
- I don't like it anyway

Work Sheet 10

The Two Sons A Story Jesus Told

Draw pictures to go with the story

<p>Here is a man. He grows apples in his orchard.</p>	<p>The apples are red and rosy. It is time for them to be picked.</p>	<p>At home the man has two sons.</p>
<p><i>"I want you to help me pick the apples",</i> he says to his first son. <i>"No",</i> says the first son. <i>"I'm busy".</i></p>	<p>But after a while he is sorry for what he said. He picks up a basket and goes to the orchard.</p>	<p>The man finds his second son. <i>"I want you to help me pick the apples too",</i> he says.</p>
<p><i>"Yes",</i> says the second son. <i>"I will come as soon as I have put on my boots."</i></p>	<p>Back in the orchard the first son is busy picking apples. He had already finished one basket.</p>	<p><i>"Well done son",</i> says the man. <i>"Here is another basket. We will have this done in no time."</i></p>
<p>They work together until all the apples have been picked. But there is no sign of the second son. He has forgotten his promise.</p>	<p>Who do you think pleased his father? The first son or the second son?</p>	<p>Jesus says, <i>'What we do is more important than what we say.'</i></p>

