|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strands** | Mediation, Prayer and Worship; the Bible and Christian Beliefs; Philosophy of Religion | | | |
| **Stage of Development** | Early Childhood (K-2) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | This unit introduces the students to how we understand God and articulates some of the ways Christians relate to God. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * There are many ways to imagine and describe God. * God is the creator of the universe. * God loves and cares for us. * We can talk to God and God listens to us when we pray. * The Bible helps us to know what God is like. | | **Religious Studies Skills & Virtues**   * Meditation and prayer * Concept cracking | |
| **Resources** | The Jesus Storybook Bible, Sally Lloyd-Jones | | This Bible has beautiful illustrations and develops each story so Children can understand the meaning. | | |
| The Beginner’s Bible, Candle Books | | This is a very simple Bible great for younger students. | | |
| Bible Gateway [www.biblegateway.com](http://www.biblegateway.com) | | This website allows you to look up Bible passages. It has different translations. You can change the translation to find translations that are more appropriate for Children and easier to understand e.g. the Contemporary English Version. | | |
| RE:Quest [www.request.org.uk](https://request.org.uk/) | | This website has been developed by an agency of the Anglican Church in the UK and has great videos of key Bible stories. | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
| --- | --- | --- | --- | --- | --- |
| **1** | God made me | Who made me? | 30min  5min  10min | Activity: Ask the students to paint a picture of an imaginary animal that they think could live on the moon. Ask them to name their animal and describe its key features to the class.  Explain: to the students that just as they created their moon animal, Christians believe God made people.  Read the students the creation story from a Children’s Bible (Genesis 1-2). *Or use strategies to remind them of it, if you have already used the Environment Unit.*  Extension: You may like to end with a simple prayer  Thank you, God, for the land.  Thank you, God, for the sea.  Thank you, God, for the trees.  Thank you, God, for the birds that fly.  And thank you God for making me.  Amen. | Paint, paper  Children’s Bible |
| 2 | God loves me | Who does God love? | 20min  5min  10min  10min | Activity: bring some old magazines to class. Ask the students to make a class collage of things they love or ask the students to draw a picture or write a poem about the things or people they love. Explain that Christians believe God loves the students even more than they love the things they identified in this activity. God loves and cares for us in a similar way to our parents.  Explain to the students that Christian’s believe God loves them. All of them. (I John 4 (NIV) ***9****This is how God showed his love to us: He sent his only Son into the world to give us life through him.****10****True love is God’s love for us, not our love for God. He sent his Son as the way to take away our sins*.)  Read the story of Jesus welcoming the little Children or the Prodigal Son from a Children’s Bible (Matthew 19:13-15).  Reflection: Ask the Children to spend some time reflecting on Jesus’ love for them. You could light a candle for the students to focus on during their time of reflection OR you could chalk a labyrinth onto the floor or nearby outdoor area. Place several stations along the paths where students can stop in their journey to find out and reflect more on the topic of God’s love e.g. printed out icons, artworks, photos etc. | Old magazines, glue, cardboard  Children’s Bible  Chalk, candle, images of God’s love.  Labyrinth template |
| 3 | I can talk to God | Who can talk to God?  Where can we talk to God?  How can we communicate with God? | 10min  5min  15min  15min | Activity: Play a game of Chinese Whispers. Explain to the students that we don’t need to send messages to God via other people but that we can talk with God whenever we want. It’s called prayer.  Activity: In a circle, go around with each student saying one thing they can talk to God about THEN a place where they can talk to God. (point is anything and anywhere).  Activity: discuss all the things students could talk to God about (no limit) and all the places students can talk to God (no limit). Print out some images e.g. nature, artwork of Jesus, picture of your city on A3 paper and place them around the classroom. Ask the students to move around the classroom and reflect or pray quietly at each station. If the children can write you could put out some markers and butcher’s paper for students who would like to write one sentence prayers at each station.  Worksheet: Ask the students to draw or write their own prayer. If they don’t know what to include you could remind them of the things, they could be thankful for from the previous two lessons.  Extension: Show the student’s the Lord’s Prayer PowerPoint and say the Lord’s Prayer together, set up a prayer space within the classroom, write a class prayer and learn to recite this prayer. | Images on A3 paper of different locations.  Worksheet: Prayer  PowerPoint: The Lord’s Prayer |
| **4** | I can learn about God | How can we learn about God?  How is the Bible structured? | 5min  10min  5min  5min  10min | Activity: put a number of items out the front of the class. Ask students to look and remember the items. Put a cloth over the items and ask students to list all the items under the cloth. Discuss with the students how they knew what items were under the cloth? i.e. looked and studied them before you put the cloth over them. Explain to the students that in today’s lesson we are going to look at how we can find out about God. Explain that Christian’s believe even though we can’t see God we can learn about God in creation, from his Holy Spirit, and from Jesus. You may wish to blow some bubbles in the breeze and explain that just like the air, the Holy Spirit (God) is invisible, but sometimes we can see what God is doing just like bubbles help us to see where the wind is blowing.  Go outside: Direct the class to look up to the sky. Ask: ‘if God made all this, what do you think God is like?’ Direct students to look at something beautiful: e.g. a flower, patterns in grass etc. ‘What does this tell us God is like?’ Return to class and explain that we can know some things about God by looking at the things God has made. But that can be difficult. Is God green because the grass is? Is God wet because the sea is? We need something clearer.  Activity: Ask two students to volunteer. Student A must tell the class everything they know about Student B. Once they begin to run out of things, teacher is to ask questions like: ‘What did they eat for breakfast this morning?’ ‘What month were they born?’ ‘How many brothers or sisters do they have?’ Student B should remain silent. THEN teacher to explain that to know about someone we are better off to meet them directly and ask them. Teacher to ask those questions to Student B now. If only we could meet God and ask God about himself.  Explain Christians believe God has come to our world as Jesus. That there was a time when people met God face to face. If only they wrote down what he said…. hang on, they did!  Hold up a Bible. Parts of this book were written by people who met Jesus and wrote down what he said. And that is the main way Christians believe God talks to us. Through Jesus, in the words of the Bible.  Activity: hold up a Bible. Show the students that it’s made up of the Old Testament and New Testament. Explain that we can learn about God in the Bible. The Bible is lots of little stories as well as being one big story about God and what God is like. The big story of the Bible is about God’s plan to rescue his people by Jesus’ death and resurrection. We can learn what God is like by learning about Jesus.  If you have a class set of Children’s Bibles let the students have a look at them. At the end ask the students what things they think the Bible might teach us about God. If you don’t have a class set, you could read the children a story from the Bible and ask them what they learn about God/Jesus in that story. | Items, cloth, bubbles  Bible  Class set of Children’s Bibles |
| **5** | I can be friends with God | How can people be friends with God? | 5min  10min  15 min  15min | Brainstorm: Ask the students to list all the different things they can do with friends e.g. play, talk, listen.  Explain: to the children that they can be God’s friend. They can listen to God in Bible stories and talk to God in prayer. You could also explain that Christians believe God gives us his Holy Spirit. Explain to the students that Christians believe we can be God’s friend forever.  Worksheet: John 3:16 Friends with God.  Freeze-framing: Students are broken into small groups. Students develop a tableau to show a still image of each lesson using their bodies (God made me, God loves me, I can talk to God, I can hear God, I can be friends with God). Record this with a camera and put the images together, as a record of work, or for display.  Extension: Read some stories from the Bible which reveal something of God’s identity and nature to us e.g. The creation story, The Prodigal Son, The Good Shepherd. | Worksheet: Friends |