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| **Strands** | The Story of the Church; The Bible and Christian Belief |
| **Stage of Development** | Years 7-9 | **Created** May 2021 | **Review** 2025 |
| **Aim** | This unit encourages students to consider Christian beliefs and how we describe, experience and ultimately understand the distinctive culture and ethos of our Anglican identity. This unit considers the key Christian creeds, the Anglican Schools Australia paper titled ‘Enhancing our Anglican Identity”, the Chicago-Lambeth Quadrilateral which was agreed to at the Lambeth Conference in 1888 and the 5 Marks of Mission which was developed late last century. It provides a summary of the mission of the Anglican Church. Other local markers of Anglican identity could also be included.  |
| **Content Descriptions** | **Knowledge and Understanding*** What a creed is and some of the key Christian truths contained in the creeds
* Who Jesus is in history and what Anglicans believe about him
* How the Bible is structured and what it’s about
* The importance of Baptism and Holy Communion for Christians
* A basic understanding of how and why the Anglican church is structured
* The range of ways the Christian faith is understood and experienced in the Anglican Church.
 | **Religious Studies Skills & Virtues*** Concept cracking
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| **Additional Resources** | A course for the Christian Journey: The Creeds. Published by the Church of Englandwww.churchpublishing.org/pilgrimthecreeds | Intended for adults this Bible Study guide goes through the key doctrine contained in the Nicene and Apostles’ Creed.  |
| Celebrating the Anglican Way (1996). Edited by Ian Bunting, published by Hodder and Stoughton.  | Written for the enquirer who wants to learn about the faith and life of the Anglican Church. Teacher resource.  |
| [www.asc.wa.edu.au](http://www.asc.wa.edu.au) | There are a number of ASC videos relevant to this topic.  |
|  | Embracing our Anglican Identity by The Revered Dr Daniel Heischman[www.anglicanschoolsaustralia.edu.au/from-the-primate/anglican-identity/](http://www.anglicanschoolsaustralia.edu.au/from-the-primate/anglican-identity/) | The paper was produced by Anglican Schools Australia in 2019 after consultation with Anglican schools around Australia.  |

| **Lesson** | **Key Questions** | **Lesson Activity Ideas** | **Resources** |
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| **1** | Introduction lesson | What is this unit about? | 15min10min5min15min | Activity: Ask the students to come up with two “I am” statements about themselves e.g. “I am a soccer player” or “I am kind” or “I care about animals”. Ask the students to share their statements with the class. Discuss what the word identity means (i.e. the essence of something. You may find it easier to discuss how we can understand an individual or organisations identity i.e. by what we see or understand from our relationship with them).Activity: Play a game of hangman with the word Anglican. Tell the students that in this series we will be looking at Anglican identity. Ask the students what they think Anglican means? (This is a complicated question with a complicated answer. Explain that during this unit we will be exploring some different ways of answering this question).Brainstorm: Ask the students to brainstorm characteristics that make your school an Anglican school. Keep these on the board for the activity that follows. You could use Post-It notes for this activity.Worksheet: Anglican Schools. Break the students into small groups and get them to describe what each element on the worksheet involves at your school | [www.anglicancommunion.org](http://www.anglicancommunion.org)[www.perth.anglican.org](http://www.perth.anglican.org)Post-It NotesWorksheet: Anglican Schools |
| **2** | A brief history of the Anglican Church | Where did the Anglican church come from?How does the history of the Anglican church impact the Church today? | 5min10min10min20min | Activity: set the students a challenge to see who can come up with the largest list of baby/adult groupings e.g. lamb/sheep, cub/lion, chick/chicken. Explain that in today’s lesson we are considering what led to the formation of the Anglican church i.e. how did it grow from something small into the big worldwide church it is today. Activity: Printout the A4 pages. If you have a large class print out two copies of each sheet. Place the pages around the room and allocate a small group of students to each page. Ask the students to use Google to a) describe the object/event/person listed on their bit of paper b) explain what their event/object/person had to do with the early Anglican church. (A4 pages: Celtic Christianity, Reformation, Common Book of Prayer, Henry VIII)Activity: Make Play Doh up the front of the classroom. You will need to use a recipe that does not require heat e.g. (<http://www.abc.net.au/abcforkids/makeanddo/recipes/show.htm?show=PLAY-SCHOOL&id=3578632>) Ask the students to identify the ingredients as you mix it as well as the end product. Explain that in today’s lesson we are looking at some of the different ‘ingredients’ /parts that came/come together to make the Anglican Church. Read: About being an Anglican PDF. Break the students into small groups and get each group to summarise a double page spread for the class. You could give each group a ball of Play Doh to make something that explains/represents their double page spread.  | Print outs: History Play Doh ingredients, bowl, spoon for mixing. PDF: Being an Anglican |
| **3** | The Church | How is the Anglican Church structured?What do Christian’s believe about the church?What does a priest/minister, Bishop, Deacon, lay person do in the Anglican Church? | 5min10min15min5min10min | Activity: Ask the students if they play sport for a club. Ask several students to share what sport and what club. Ask the students how they/their parents picked their sports club. Explain: write the word Parish on the board and explain that the Anglican Church is split into parishes. These parishes are largely made up of people from the same geographical region but just like sports clubs people are free to join even if they don’t live in the area. Share some information about the schools local Anglican Parish. You could even ask the local minister in to meet your class and talk about what he/she does. Ask the students to pretend they are a particular body part e.g. a foot or an ear. Ask them how their body part would eat an ice cream or ride a bike or send a text message. Explain that a body that had only one part would not be able to do many things. The eye is a beautiful part of the body. But what if the whole body was just one big eye, what would happen to the body? Everything that we do requires the cooperation of a number of parts working together. We need one another."  Read and explain 1 Cor 12:17-20 . We learn the Church is like one body with many parts. Every part of the body has a purpose and created to serve God and build up the whole body. Some parts work behind the scene while other parts are loud and obvious. Christians believe that Church is the body of Christ. That is, lots of different believers come together to form one body. The church. Watch: The ASC video (3min) on ‘The Church’ and discuss. Activity: Play a game of charades or celebrity heads with occupations e.g. police, fireman, nurse, pilot, teacher, TV presenter, priest. Explain: that the church has people who do special jobs e.g. Bishops, Priests, Deacons. Explain that the role of a priest/minister is to care for and guide his/her parish, witness to Christ in the church and community and preside over church services and sacraments. You may want to compare the role of the priest to your school Chaplain. \*\*\*you may want to consider the different arms of the Anglican Church in addition to Parish churches e.g. Anglicare, ASC, WAASA etc You could use the internet to do some research on the role played by these organisations. \*\*\* | Outline of the Structure of the Anglican Church1. One holy catholic (universal) and apostolic church
2. Anglican Communion (worldwide) [www.anglicancommunion.org](http://www.anglicancommunion.org/)
3. Anglican Church in Australia [www. anglican.org.au](https://anglican.org.au/)
4. Province of Western Australia or Victoria
5. Dioceses of Bunbury, North West Australia, Perth or Wangaratta [www.perth.anglican.org](http://www.perth.anglican.org/)
6. Parishes, schools, agencies

BibleASC video ‘The Church’ |
| **4** | The Scriptures \*\*\*some of this content overlaps with the Primary unit titled ‘Introduction to the Bible’\*\*\* | What is the Bible?In what way is the Bible a library?Is the Bible reliable? | 15min25min5min | Game: Provide the students with an extract from a textbook or something similar and ask them to sing the words to the tune of a well-known song e.g Twinkle, Twinkle Little Star. This should be difficult. Ask the students why the textbook words cannot be inserted into the tune of the song. Discuss different text types. Explain that the Bible is a library of books and has songs, poems, history, narratives. Explain that for understanding it is important we take note of the text type. PowerPoint: The Bible (there is a Bible Skills quiz included in the PowerPoint)Watch the ASC video on the Bible and discuss.  | Extract from a textbookPowerPoint: The Bible, class set of Bibles or access to Bible Gateway (www.biblegateway.com) online.ASC Video on the Bible (ASC website)  |
| 5 | The Christian Story\*\*\*some of this content overlaps with the unit titled ‘Introduction to the Bible\*\*\* | What is the Christian story about? | 15min30min | Game: Provide each student with a piece of paper. Ask them to write one sentence with the last word on a new line. Fold the paper over so only the last word is exposed. Pass each piece of paper two positions. Ask the students to use the exposed word to finish the sentence and repeat the process a number of times. Once you have a number of sentences written open up the bits of paper and ask the students to share the stories. (NB: you may have to make some rules about language and topics before you start e.g. no toilet talk). Ask the students to reflect on the stories. Ask if they are good stories. Explain that even though the Bible is written by lots of different people over history it tells one big story that makes sense and connects (perhaps slightly better than their story from the activity). PowerPoint: God’s Story (uses pictures and text from the Jesus Storybook Bible by Sally Lloyd-Jones). Extension: You may wish to get the students to role play some of the key stories from the Bible. You could use the slides at the end for guidance of what stories to pick or you could print out the slides and get students to try and put them in chronological order.  | Paper for each studentPowerPoint: God’s Story |
| 6 | The Creeds | What are the creeds?(Nicene Creed and Apostles’ Creed) | 10min10min10min15min | Activity: Ask the students to write as many ‘I believe’ statements as they can in 60 seconds. Give a reward to the student with the most recorded e.g. I believe my mum loves me, I believe it’s Tuesday, I believe I have two legs, I believe I’m in Year 6. Discuss what it means to believe something is true. Explain that Christian Church has written down everything it believe in documents called ‘creeds’. The word creed comes from the Latin word credo meaning ‘I believe and trust’. Activity: place an object under a sheet out the front of your classroom. Slowly expose different parts of the object and ask students to guess what the object is. Once a student has correctly guessed the object, expose the object to the class. Explain that Creeds are a bit like this activity. The Creeds seem dauting a first but they need to be unwrapped, tasted and savoured. This takes time OR think of the Creeds as the desktop of a tablet, full of icons. Behind each icon is a whole world of meaning to be explored – and they all connect together. Watch or Read: Read the Creeds on the PowerPoint titled The Creeds OR watch to the following YouTube Clips (or alternatives) that contain the creeds.Hillsong – Song ‘This I believe’ (the Apostles’ Creed) <https://www.youtube.com/watch?v=FtUNQpu2b7Q>Hope Church – The Nicene Creed with pictures and words<https://www.youtube.com/watch?v=jK2ZWvuZWLY>\*\*you could revisit these in the lessons that follow if you have time\*\*PowerPoint: The Creeds. As an activity you could try and complete a class mind map on the board of the key beliefs/ideas included in the two Creeds. Explain that over the next couple of lessons we will look at some key truths Christian’s believe that are expressed in the creeds.  | RewardSheet, mystery object. Internet, speakersPowerPoint: The CreedsPowerPoint: The Creeds |
| 7 | The Creed: Jesus as a real historical figure | Is Jesus a historical figure?How do Christians understand Jesus? | 15min10min10min10min | Explain: A few years ago, Time Magazine set out to determine the most influential people in the history of humanity. Time Magazine is a secular magazine with no religious basis or intention. Many well known figures made it into the Top 100 such as: Galileo, Buddha, Tomas Edison, Socrates and Freud. But the person who was more influential than any other in the history of humanity was Jesus of Nazareth. See: <http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/>. To understand Anglican Identity, we need to understand who Jesus was in history and how Anglican’s understand Jesus. As a class discuss the following questions. 1. What questions do you have about Jesus of Nazareth?
2. What do you know about Jesus already?
3. Besides the reason given above, what other reasons might there be for studying Jesus?

Discuss: Re-read the Nicene Creed. What does the Creed tell us about Jesus? List the different things mentioned. Ensure you also note the reference to Mary and Pilate in the Creed. This demonstrates that the early Christians believed Jesus was a ‘real’ person that existed in history.Internet Task: explain to students that the aim of this task is to get a quick grasp on some of the basic things we need to know about Jesus. This task should be completed in pairs. Conduct some internet research on ‘What historians say about Jesus’. Take some notes and then write about half a page of information on it. You must present at least two different perspectives or arguments on the topic. PowerPoint: Is Jesus a Historical Figure?  | Time Article on Influential people. <http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/>.Copy of the Nicene CreedInternet, laptop or tablet per group.PowerPoint: Jesus as a Historical Figure  |
| **8** | The Creed: God as Trinity – Father, son and Holy Spirit. | What is the Trinity? | 10min5min30min | Activity: Ask the students to draw a circle on a piece of paper and write their name in it. Around the outside of the circle ask students to write all the people they have a relationship with e.g. mum, dad, grandma, teacher, bus driver, hockey coach etc. Explain that Christian believe God is three persons in relationship, Father, Son and Holy Spirit. It is important to realise that this does not mean that Christians believe in three gods – they do not. Christians believe in one God that has three persons.Watch: Request video on the Trinity and discuss (2min) (<https://request.org.uk/life/beliefs/christianity-basically-the-trinity/>)Activity: Write a job description in small groups of each person in the Trinity. You could do a word search on Biblegateway (www.biblegateway.com), watch the videos below or look up the following passages. There is a template in the job description worksheet, or you could get each group to present their descriptions as a digital document that could be printed and displayed as posters in the classroom. God the Father and Creator Genesis 1 , Luke 15:11-32 (<https://request.org.uk/life/beliefs/christianity-basically-father-god/>)Jesus the Son and Redeemer Matthew 27: 11-28:20<https://request.org.uk/life/beliefs/christianity-basically-jesus-christ/>The Holy Spirit and Sustainer Acts 2:1-13, John 14:15-31.<https://request.org.uk/life/beliefs/christianity-basically-the-holy-spirit/> | paper[RE:Quest video: Trinity](https://request.org.uk/life/beliefs/christianity-basically-the-trinity/)Worksheet: Job Description |
| **9** | The Creed: Conceived of the Holy Spirit, born of the Virgin Mary | What is the nature of Jesus Christ?Why is it important to Christians that Jesus was human? | 15min15min15min | Activity: Play at matching game e.g. find a partner with the same colour hair, who had the same thing for breakfast, who was born in the same month, who likes the same TV show. Explain that in this lesson we are looking at what Christians believe about Jesus. They believe Jesus was born of Mary and is fully human and fully God. *Jesus is exactly like God, who cannot be seen* **Colossians 1:15.**Read: The Nativity story (Luke 2:1-20 or Matthew 2:1-12). Discuss what this story tells us. You could ask students to arrange the Nativity Printouts in order after reading the story to check their understanding. Worksheet: The IncarnationExtension: Discuss the following philosophical questions1. What does it mean to be God? (consider the characteristics of God)
2. What does it mean to be human?
3. How can someone be fully human and fully God? (conceived by the Holy Spirit and born of the Virgin Mary)
4. What characteristics would God need for this to be possible?
 | Bibles or Bible Gateway ([www.biblegateway.com](http://www.biblegateway.com))Extra resource: Nativity Story PrintoutsWorksheet: The Incarnation  |
| **10** | The Creed: Crucified, Risen and Ascended | What do Christians’ believe about Jesus’ death Resurrection and ascension? What is the significance of Jesus death and resurrection for Christians? | 5min25min15min | Activity: Ask some of the students to share something that they can do that they think others in the class can’t e.g. I can drive a truck on my Uncle’s farm. Explain that in today’s lesson we are considering some events that Christians believe only God could do.Worksheet: The ResurrectionGame: ‘two truths and one lie’. Each student shares two truths about themselves and one lie. The rest of the class needs to guess which statement is the lie. Discuss with the students who we evaluate truth claims (including in the game) and if it’s possible to change our mind about the truth of some claims as we gather more evidence.  | Worksheet: The Resurrection |
| **11** | The Creed: One holy, catholic and apostolic church | What is the Church like? | 5min15min5min5min5min5min | Share: Ask the students to share their earliest memory of the church (with the person next to them or the class).Activity: Ask the students to draw a picture of themselves. Ask the students to share their picture with the class. Explain that the creeds tell us what the church is like. The creeds describe the church in 4 ways (one, holy, catholic, apostolic).One: The church is one because in spite of its divisions, it is one family under one father whose purpose is to unite all people in Jesus Christ our Lord. Activity: Each student needs to share one thing that makes them different to everyone else in the class. Explain that despite their differences the students are still in the same class. The church contains lots of different people, who despite their differences are still part of the one church.Holy: The church of God is holy because it is set apart for God himself, through the Holy Spirit. The holiness of the Church relies not on a community of people with impeccable moral judgment and flawless behaviour but on the grace of God who counts them as righteous. Activity: ask the students if they have a favourite thing that they don’t like to let others use. Explain Christian’s believe God has set apart his people as special. God makes his people special because he loves them. Catholic: The church is Catholic because it is universal, for all nations and for all time, holding the Christian faith in all its fullness. Activity: Have a competition to see what student can list the most countries in 60 seconds. Explain that the church is for all people, from every country, for all time. Apostolic: The church is Apostolic because it is sent to preach the gospel to the whole world and receives divine authority and teaching from Christ through the Apostles. An Apostle is one who is sent forth a messenger. Activity: Send three students outside the class. Show the rest of the class a clip of a movie or something special. Ask for one student to provide an ‘account’ of what they saw to the students who were outside. Invite the students back inside and see if after the account the outside students can describe what they missed. Explain that the church sends people out to tell others about Jesus. The first people to do this were the Apostles and this ministry has been passed down. This is shown by at least three Bishops being required to consecrate a new Bishop in the Anglican Church (A Prayer Book for Australians p.808). | PaperLink to Lesson 3. Movie clip |
| **12** | The sacraments: Baptism | What is a sacrament?What is Baptism?Why is Baptism important to Christians? | 5min15min10min15min | Discuss: Everyday things we do over and over and then special things we do over and over (but maybe less often!). Talk about what we do and why we do it. For example, eat cake at birthdays, brush teeth each day, read stories before bed, play soccer on Saturdays.Activity: With a partner, students make up a short mime of something they do over and over. Class has to guess what it is.Watch: The ASC Christian Rituals video and discuss the things we do over and over in the Anglican church e.g. baptism, communion. Explanation: Introduce Baptism – say it is a special time when people are welcomed to God’s family. When they become ‘children of God’* Discuss with students why water is used in a baptism? (e.g. what is water normally used for – to clean, to wash, to give life, to quench thirst)
* Suggest that the water is a **sign/symbol** of something that can’t be seen.
* For example: When I hug my kids, you see the hug but you don’t see the love inside my heart. But it is there!
* When someone is baptised, you see the water, but you do not see God’s love inside making a person’s heart new. But it is there! The water is a sign of God’s love, of a new life in his family.
* Tell the students Christians call this a sacrament. Explain the meaning of sacrament (visible symbol that reminds us/teaches us something).
 | ASC Christian Rituals video (available on the ASC website)A Prayer Book for Australia p. 49-82. |
| **13** | The Sacraments: Holy Communion  | What happened at the Last Supper?Why is the Last Supper important to Christians?Why does communion remind Christians to be thankful?What can you give thanks for? | 5min15min10min15min | Brainstorm: Food that helps us remember certain events e.g. hot cross buns, candy canes, birthday cake, Christmas cake.Read: Last Supper from a Bible (Matthew 26:17-30, Mark 14:12-26, Luke 22:7-28) What did Jesus want his disciples to remember when they ate bread and wine?Discuss: What is Holy Communion? (a special time in church when people remember how much God loves them and say thank you) What happens during a Communion service? Talk about what happens. The special thank you prayers, the blessing prayers, people eat (a small piece of bread) and drink (a sip of wine). Introduce students to the following terminology and explain what each item is used for: Chalice and Paten. Explain: one of the things Christians do when they have communion is to say thank you to Jesus for his love. They REMEMBER Jesus and his love and say THANKYOU. Students write one thing they are thankful for on a sticky note. Put all the students’ sticky notes on a wall or poster. | Bible or Biblegateway.comCommunion can also be called the Eucharist, Mass, Lord’s Supper.A Prayer Book for AustraliaPost-It Notes for each student |
| **14** | The Five Marks of Mission | What are the 5 Marks of Mission?What do the 5 Marks of Mission look like? | 10min10min25min | Activity: Ask a student volunteer to select an object in the classroom. The other students in the class must ask yes or no questions to try and guess the object the student up the front is thinking of. The student to guess the object correctly replaces the student up the front. Explain to the students that they were able to guess what object the student was thinking of by asking questions about the object’s characteristics. The lesson todays consider the characteristics the Anglican church is seeking i.e. the Church hopes these are the things it is known for in the community. Explain: The mission of the Church is the mission of Christ1. To proclaim the Good News of the Kingdom
2. To teach, baptise and nurture new believers
3. To respond to human need by loving service
4. To transform unjust structures of society, to challenge violence of every kind and pursue peace and reconciliation
5. To strive to safeguard the integrity of creation, and sustain and renew the life of the earth

Ask: your local parish priest to come and share how their church seeks to live out the 5 Marks of Mission. Alternatively, you could use some of the lesson plans on the link below. <https://www.abmission.org/data/Advocacy/Marks_of_Mission_series_RGB.pdf> | <https://www.abmission.org/pages/marks-of-mission-series.html> |
| **15** | Summary Lesson | What have we learnt about Anglican Identity?  |  | Students work in small groups to create a poster that summarises what they have learnt about Anglican identity in this unit. You may wish to provide them with the lesson headings and re-visit the document “What does it mean to be an Anglican School?”.You could structure this summary around the following headings1. What do Anglican’s believe about human identity?
2. What aspects of Anglican identity studied do you agree with?
3. What aspect of Anglican Identity studied do you have questions about?
4. If you were someone for whom Anglican Identity was relevant what impact would this have?

You could also have a discussion with students about how they could get involved in their local Anglican Church. This may require some research before your lesson.  | Poster paper and colour textas/pencils |