1. THE CHRISTIAN CHURCH IS THE COMMUNITY OF BELIEVERS CREATED BY THE HOLY SPIRIT
   1a explore the Christian understanding that people who believe in Jesus are in God’s family, the church
   1b identify churches in the local community
   1c become familiar with the activities of a local church

2. GOD HAS GATHERED HIS PEOPLE TOGETHER THROUGHOUT HISTORY
   2a explore Bible stories of people in the early Christian church

3. LUTHERANS IN AUSTRALIA WORK TOGETHER IN MINISTRY AND MISSION
   3a investigate the ministry and mission of the Lutheran Church of Australia
   3b investigate the ministry and mission of a Lutheran school

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Complete statements about people who belong to God’s family. (1a)
- Record information about the life of Timothy. (2a)
- Design a sign for the school which reflects the mission and ministry of a Lutheran school. (3a,3b)

ASSESSMENT STRATEGIES

- TRS A3/1
- TRS A3/extra
- work sample

UNIT SUMMARY

Students study the school sign in order to see what information it gives about the school. Students hear how the Christian church began at Pentecost and learn about Timothy, one of the first Christians. Christians want others to learn about God, and one of the ways they do this is through the school.
GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH

Students identify what is special about a Christian school and conclude by designing their own sign to illustrate this.
UNIT NOTES

You will need to adapt aspects of this unit for the particular circumstances of your school, especially the steps in Teacher Resource Sheet (TRS) A3/1.

You may also need to do some research of your own to find out about the name (and logo) of the school and the reasons it was chosen.

The introductory section can be integrated with a Society and Environment unit, researching the history of your school.

WORDS TO KNOW

Lutheran   church   Christian   logo

INTRODUCTION

1. OUR SCHOOL

The teacher illustrates or shows pictures of some familiar signs, eg stop sign, hospital sign, McDonald’s. Talk about the purpose of signs in the community. Students each illustrate one or more signs that they have seen.

Take students outside to look at the school sign. Students copy the sign into their books. The teacher also makes a copy (or takes a photograph) to use as the basis for further discussion.

As a class, discuss each part of the sign and what it means. Be prepared to discuss:

- **the location** The school serves the town, suburb or surrounding area in which it is located.
- **the name of the school** eg St Paul, Peace. Explain, in a simple way that students can understand, the reasons why the school community chose this name.
  Some school names may lend themselves to investigating a Bible story or reference, eg Good Shepherd, Peace.
- **the school logo** Explain the meaning of the school logo. Students draw the logo and write a brief explanation of the symbols.
- **the name ‘Lutheran’** Use the steps in TRS A3/1 as a model to help explain:
  1. We all have a first name and a family name.
  2. The school has a first name. The first name of this school is . . .
  The family name of the school is ‘Lutheran’. There are many other schools in Australia that belong to the Lutheran family.

3. ‘Lutheran’ is also the family name of a church. Students may suggest other family names (or denominations) of churches that they know.

4. The people who go to the Lutheran church belong to the family of that church. People who go to other churches belong to the family of their church.

5. There is another family that’s even bigger. That is God’s family. Everyone who believes in Jesus belongs to God’s family. God’s family is called the Christian church, and the people in it are called Christians.

6. Christians belong to different church families. Some may not belong to any church family. The one thing that is the same about all Christians is that they believe in Jesus.

Students complete TRS A3/1.

DEVELOPMENT

2. THE CHRISTIAN CHURCH

The Christian church began at Pentecost. Use pictures from an illustrated Bible to review the events of Pentecost. (If you have students in the class who are not familiar with the story, you will need to tell it in more detail.)

After Pentecost the people who believed in Jesus were called Christians. Christians spread the news of Jesus to people in other countries, and more and more people came to learn about Jesus and became part of God’s family.

The Bible tells stories about some of the first Christians. Use TRS A3/extra to share information about Timothy, who learnt and told others about God. Students choose from the suggested activities.

Christians today still want other people to learn about God. Christians in the Lutheran church family know that one way they can help others learn about God is by having a Christian school.

3. GOD IN OUR SCHOOL

A. Special places to learn about God

Either take the class for a walk around the school grounds or have students draw a plan of their school. Together, identify aspects of the school that students think all schools would have, eg classrooms, play area, principal’s office.

Tell students that there is one part of their school that is not found in all schools. Through
questioning lead students to identify the worship area (and worship areas within classrooms) as being a special part of a Christian school, where people can come together to learn about God and worship him.

Students suggest how they could show others that the school or class worship area is an important part of the school, e.g. make signs showing the way, making ‘welcome’ banners, tidying up the class worship area. Allow time to carry out these suggestions.

B. A special time to learn about God

Christians believe that it is important to have a special time to learn about God.

Consider showing students simple statements from your school’s Christian Studies policy or the verse from Romans 10:14 on the aims page of the LIFE curriculum.

Show students a class timetable to identify the time spent each week in worship and Christian Studies.

Use TRS A3/2 to help students reflect on the learning they do in Christian Studies.

Evaluate the students’ suggestions for making Christian Studies a meaningful time for them, and work together to implement appropriate changes.

C. Learning about God all the time

Christians believe that God is important all the time and in everything they do.

Show students the class timetable again, this time to identify the other areas of learning that take place. Over the course of a day (or longer) tell students why you believe it is important to learn about many different things. Use statements like the following as you study the various subject areas:

- Society and Environment: I believe that God made the world and that it is important to learn about the world and how to care for it.
- Language: Learning to read and write helps people to communicate with each other. It also means that Christians can read the Bible, songs and prayers.
- Maths: There are so many patterns in maths. I believe that God made a world filled with pattern and order.
- The Arts: When I see/hear the things that people create, I believe that God made people able to do many wonderful things.

Students use TRS A3/3 to make a collage of a day’s activities at school.

D. A special place of care

The Bible says If you love each other, everyone will know that you are my disciples (John 13:35). Christians believe that when they show love to others they show what it is like to be in Jesus’ family. A Christian school can be like a family where people show Jesus’ love, and care for others.

Lead students to identify ways that the school can be like a family, e.g. there are people of all ages, people do things together, people sometimes disagree, people show love and care to each other. Choose from the following activities:

- Make a mural of ways that the school family shows care. Display this in the school foyer.
- Take photographs that illustrate the care shown in the school. Use these as a basis for a display.
- Students interview teachers, parents and other students about ways the school shows care. Collate and display this list or include it in the school newsletter.

People don’t always love and care as they should. Christians believe that when they have done wrong and come to God to say ‘sorry’, God continues to love and forgive them. Students work as a class or in groups to write a prayer for use in a Christian school. The prayer could include thanks for people who care and asking for forgiveness when people fail to care. If appropriate, use these prayers in school/class worship or add them to the display or newsletter.

RESPONSE

4. DESIGN A SIGN

Through appropriate questioning review the aspects of life in a Christian school covered so far and list things that students think are special about their school.

Students use these ideas to design their own school sign that tells what is special about the school. Allow time for students to show and talk about their sign with the class.

Display the signs or photocopy them to go into school or class newsletters.

OPTIONAL (during or at the end of this unit)

There are many Lutheran schools in Australia. Use the Internet, brochures or magazines from other schools to find out about some of these.
| Begin to correspond with a class in another Lutheran school. This may be a once-only letter, fax or e-mail to a class in a different school, or you may wish to establish regular 'pen-pal' communications. |
YOU WILL NEED

☐ your own research into the name of the school and the meaning of the logo
☐ a copy of the class timetable
☐ optional: camera to photograph activities within the school
☐ optional: the name of another Lutheran school with whom your students can correspond. This could be by mail or e-mail
☐ materials for displays or for students to design their own sign about the school
☐ photocopies of TRS A3/1,A3/2,A3/3 for student use

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: Everyday Texts: Recognise that language is important for communication (signs); use features of text organisation (headings, size of lettering, logos) in designing a sign.

SOCiETY AND ENVIRONMENT: Time, Continuity and Change: Develop a sense of heritage and of school community traditions. Culture: Recognise the customs, traditions and practices of the school; recognise appropriate ways of behaving within the school.

ARTS: Visual Arts: Use simple skills of visual communication, lettering, layout, design.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students’ understanding of the special features and practice of a Christian school?

How did I respond to the range of students’ attitudes towards their school?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?
Families

My first name is ____________________________
My family name is __________________________

My school’s first name is ____________________
My school’s family name is __________________

A church’s family name that I know is ____________________________
This church is part of God’s family.
God’s family is called the ____________________________ church

God’s family is a big family.
All the people who ________________________________ Jesus
are in God’s family, the Christian church.
GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH

FAMILIES I BELONG TO
Learning about God in Christian Studies

Christian Studies is a special time to learn about God.

The most important thing I have learnt in Christian Studies is

__________________________________________________________________________

In Christian Studies I like to

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Sometimes it is hard to learn in *Christian Studies*. It is hard when

The things that I would like to do more of in *Christian Studies* are:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
My day at a Lutheran school

Make a collage of a day’s activities.
Cut out the names of activities that you like to do in a day at school.
Arrange them however you wish. Add your own illustrations.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Silent reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Devotion</td>
</tr>
<tr>
<td>Story writing</td>
<td>Fitness</td>
</tr>
<tr>
<td>Maths</td>
<td>Health</td>
</tr>
<tr>
<td>Society and Environment</td>
<td>Drama</td>
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<tr>
<td>Science</td>
<td>Music</td>
</tr>
<tr>
<td>Christian Studies</td>
<td>Sport</td>
</tr>
<tr>
<td>Poetry</td>
<td>Classroom jobs</td>
</tr>
<tr>
<td>Art</td>
<td>Free time</td>
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<tr>
<td>Craft</td>
<td>Technology</td>
</tr>
<tr>
<td>Lunch</td>
<td>German</td>
</tr>
<tr>
<td>Recess</td>
<td>Japanese</td>
</tr>
<tr>
<td>Playtime</td>
<td>Morning talks</td>
</tr>
</tbody>
</table>
When Timothy was a child, he lived with his mother Eunice and his grandmother Lois. His mother and grandmother taught him about God, and told him stories of people who lived before Jesus was born.

When Timothy was older, a teacher called Paul came to the town where he lived. Timothy heard Paul teach about Jesus.

Timothy learnt that Jesus had lived and died to bring people into God's family. Timothy believed what Paul was teaching and became a Christian.

Later, Timothy travelled with Paul. They went to many countries, telling others of God's love.

Sometimes Paul and Timothy would teach about God. Then he would leave Timothy at the town to be in charge of the church that was starting there.

Paul and Timothy became very good friends. Paul wrote letters to Timothy to help him in his work.

Two letters that Paul wrote to Timothy are in the Bible. They are called First Timothy and Second Timothy. You will find them in the New Testament.

Some things you can do

1. Ask an adult to help you find First and Second Timothy in the Bible. Look for the names Paul and Timothy at the start of each letter.

2. Timothy's mother and grandmother taught him about God. Imagine Timothy as a young boy listening to his mother and grandmother telling him stories about God. Do a drawing or painting of what you think this might have looked like.

3. Paul was much older than Timothy, but they were very good friends. Illustrate some older people who are good friends to you. Write about ways in which they are a friend to you.

4. Look in a children's Bible to find pictures of Paul. Use your imagination to illustrate Paul and Timothy telling people about Jesus. Include words in speech bubbles, saying what you think Paul and Timothy might have said.

5. Paul and Timothy believed that it was important that other people learn about
God. List the names of people you know who help others learn about God.
GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH