**MODEL UNIT**
**BAND A LEVEL 2**

**NOBODY JUST LIKE ME**

**LIFE CONCEPT:** GOD CREATES HUMAN BEINGS

**YEAR:** .......................................................... **SUGGESTED DURATION:** 4 weeks (100 minutes per week)

**DATE OF USE:** .......................................................... **FAITH STATEMENTS:** ① ② ③

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**UNIT-SPECIFIC GOALS** *(highlighted)*

1. **GOD CREATES AND LOVES ALL PEOPLE**

   - 1a hear the Bible’s account of the creation of people
   - 1b investigate the Christian belief that people are male and female by God's design
   - 1c explore examples from the Bible which illustrate God’s love for people

2. **GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES**

   - 2a explore the Christian belief that God gives each person their physical and emotional characteristics
   - 2b explore and express their creative gifts

3. **GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM**

   - 3a explore pictures the Bible uses to help people relate to God
   - 3b investigate the Christian belief that people are unique because they can relate to God

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**STUDENT ASSESSMENT**

**ASSESSABLE STUDENT OUTCOMES**

- Illustrate the first people described in the Genesis account of creation. (1a)
- Describe ways Christians relate to God. (3b)
- Identify their own personal characteristics. (2a)
- Illustrate common and particular physical and social characteristics of boys and girls. (1b)
- Illustrate or write a response to hearing about God’s love for all people. (1c,3b)

**ASSESSMENT STRATEGIES**

- Teacher questioning, work sample
- TRS A2/2
- Work samples
- Teacher questioning, work samples
- Work sample, TRS A2/6

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**UNIT SUMMARY**

Students are introduced to the meaning of the word ‘unique’ and then hear the Bible story of the creation of people. They consider the Christian belief that people are unique in creation, because only people can think about God. Students investigate ways in which each person is unique and identify similarities and differences between boys and girls. The unit concludes with the Bible’s message that God knows and loves each person.
UNIT NOTES

This unit provides opportunities for integrating Christian Studies with other curriculum areas, eg Health, The Arts.

Included in this unit is a section which explores the process of conception and birth and the physical differences between boys and girls. School policy will help you decide the depth to which you develop these topics.

At the conclusion of the unit students can make their own ‘squeezy’ toy, for which they will need to bring two old socks.

WORDS TO KNOW
potter, unique, womb,

INTRODUCTION

1. WHAT IS UNIQUE?
The teacher shows students a piece of pottery. Discuss what it is made from and how it may have been made. Show pictures of people doing pottery and introduce words which are relevant to this craft, eg potter, potters wheel, bake, kiln.

Tell students that you are going to tell them a story about a potter. As you tell the story ask them to listen for the word ‘unique’ and to think what it may mean.

Read ‘The Potter’, Teacher Resource Sheet (TRS) A2/1 to the students. Students suggest what they think ‘unique’ means. Discuss and record meanings of the word, eg special, not like any other, the only one.

Provide clay or play-dough for students to make their own unique pots. Display these in the classroom. Students could write a caption about their unique pot.

DEVELOPMENT

2. PEOPLE: UNIQUE IN CREATION
A. God creates people

Briefly tell the Bible’s account of the creation of the world. Tell students: God had created a beautiful world, but something was missing. There was nobody with whom God could talk or be friends with. God needed something else in the world; something that was different from all the other creatures.

Proceed to tell the Bible story of God making the first person out of the ground (Genesis 2:4b–20). Use a ball of clay or play-dough to model into a person as you tell the story.

Continue to tell about the creation of Eve from the rib of Adam. (Genesis 2:21–25)

Select children’s Bibles which depict differing styles of illustrations of the first people. Show these to your students. Students illustrate the way they think Adam and Eve may have looked. As you talk with students about their work, take the opportunity to assess their understanding of the story.

B. People are unique in creation

Ask students to suggest ways that people are different from anything else God had created, eg people can ask questions, think, solve problems, create new things.

Provide opportunity for students to participate in activities like the following that only human beings can do (these need not be done in Christian Studies):

- Give each student the same materials, eg the same number and size of lego blocks or the same craft materials. Students each make something from these and compare the differences.
- Students attempt simple quiz games or problem-solving activities.
- Participate in a reflection activity and then draw what they imagined.

At the end of these activities, remind students that they have done something that only people can do.

Tell students that there is one more thing that makes people unique in creation. Only people can think about God and be friends with God.

Read ‘People — unique in creation’ TRS A2/1 to the students.

Select from the following activities in order to focus students’ attention on the ability of people to relate to God.

- Read a story or some prayers in which children reflect on the presence of God (see Recommended Resources Menu).
- Show and discuss objects that show people think about God, eg a Bible, song books, other Christian books, pictures or model of a church and a pastor, jewellery cross.
- Students answer the riddles on TRS A2/2.

3. EACH PERSON IS UNIQUE
A. Each person: unique at birth.

Using appropriate photographs or pictures, read ‘A unique baby’ (TRS A2/1) to the students.

Students complete TRS A2/3 at home and bring the sheet back to school to share with the
class. The responses on these sheets could be collated into a book.

If it is within school policy, read a book or show a video that explains the process of conception and birth (see Recommended Resources Menu).

Share the following verse with your students:
You are the one who put me together inside my mother's body, and I praise you because of the wonderful way you created me, Psalm 139:13,14 (CEV).

B. Each person: always unique

To develop the concept of the unique nature of each person, choose from activities like the following:

- Play classification games, eg I'm thinking of a girl (all the girls stand up). This girl has long hair (girls with long hair remain standing). This girl has brown eyes (girls with brown eyes remain standing). This girl likes to . . . Continue until only one person is left. Conclude with words such as . . . is the unique person I am thinking of.
- Students use the instructions and patterns on TRS A2/4 to each make a cube. Students use these cubes to identify characteristics or features which are the same as others in the class and those which make them unique.
- Everyone’s finger-, hand- or foot print is unique. Do printing or painting with these body parts.

4. BOYS AND GIRLS

The focus of this section is that God created both boys and girls. There are both similarities and differences in people’s bodies, just as there are similarities and differences in the things people enjoy doing. This is all part of being human.

A. Physical bodies

The Bible tells that when God made people he did not make only men or only women, but people of both sexes. Men and women were made to be friends and help each other. Share the following verse with your students: In the beginning God made a man and a woman, Mark 10:6 (CEV).

Divide the class into groups of the same gender and give each group the basic outline of a body shape. Students draw as many parts of the body as they can on this outline.

Come together as a class to list body parts that every person has, both girls and boys, as well as the physical difference between girls and boys. If you feel comfortable and it is within your school policy, read a book which explains sexual differences in language appropriate for your students (see Recommended Resources Menu).

B. Likes and dislikes

Ask the boys each to draw a girl doing something that they think girls like to do, and ask the girls to draw a boy doing something that they think boys like to do. Discuss the students’ suggestions as a class, using the drawings to make a list of Things boys like to do and Things girls like to do. Challenge both the boys and the girls about the accuracy of the list.

Students make their own illustrated list of Things children like to do.

Revisit Mark 10:6, reminding students that all people are special to God. The Bible tells that God created boys and girls and both are equally important to him.

Depending on the attitudes already held by your students, you may need extra time to discuss the stereotypical images of boys and girls and to challenge these. This could be linked with work from another curriculum area, eg English, Society and Environment. See Recommended Resources Menu for books to use.

RESPONSE

5. GOD LOVES EACH PERSON

Read the story on TRS A2/5. Provide time for students to make and name their own squizzy toy. As students work, talk with them about the feelings they may have about making and owning their own toy.

God also has feelings about the people he made. Share Isaiah 43:1 with your class I have called you by name and you are mine. Students suggest how they think God might feel about the people he has made.

The teacher shows how he/she can substitute their own name for you in the verse. The teacher talks about what this verse means to him/her, eg When I hear this verse, it reminds me that God made me just the way I am. I know that he loves me and that I belong to him.

TRS A2/6 provides opportunity for students to substitute their name and give their individual response to the verse.

Optional: Students make a plaque using the words of the Bible verse.
YOU WILL NEED

☐ an item of pottery
☐ clay or playdough for each student
☐ pictures of a church and pastor; a Bible, Christian books and songs, a cross on a chain
☐ optional: books or videos which describe the process of conception and birth and the physical differences between boys and girls

☐ copies of a basic body outline
☐ art/craft materials for the options you choose
☐ material for making a squeezy toy: two socks, acrylic stuffing, needle and thread, textas (optional: buttons for eyes, wool for hair)
☐ photocopies of TRS A2/2, A2/4 and A2/6 for student use

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: Literature: Relate what is read and viewed to own knowledge and experience. Everyday Texts: Speak audibly, pronounce clearly, order ideas.

THE ARTS: Visual Arts: Experiment with different media and tools; demonstrate simple manipulative skills.

MATHS: Space: Make geometric models. Working Mathematically: Compare and classify according to specific characteristics.

SOCIETY AND ENVIRONMENT: Culture: Recognise shared and unique characteristics of individuals.

HEALTH: Patterns of growth and development: Compare themselves to when they were younger; describe things associated with growing up; name body parts and describe their functions simply; summarise similarities between boys and girls. Identity: Identify things they do well, identify feelings about achievements; identify how they are special and their similarities to and differences from others.

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 conception and birth, and the physical differences between boys and girls?

How did I respond to the range of students’ attitudes about each of them being a unique and special individual?

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?
UNIQUE CREATIONS

**STORY 1: THE POTTER**
Based on Jeremiah 18:1–3

Tell the following story in a dramatic and imaginative way. If possible have a piece of clay with you that you can mould as you speak. You may encourage the students to join in with some of the movements as you tell the story.

I am Elam the potter. Today I will make something special, something unique.

Here is the clay that I will use.

It came from a special place near the river, a place that only my family knows about.

The clay at that place had been in the sun for a long time. It was hard and cracked when I found it. Then the rains came and softened the clay, so my son and I dug it up and brought it back to our workshop.

We added more water to it, and then began to trample on it with our bare feet. The clay squished between our toes as our feet broke up the hard pieces, removed the small stones and softened the clay so that it was ready for work.

Watch as I take this piece of clay in my hands and push it. It must be done firmly but gently until it is smooth and round. This clay will make the very best pot.

Now I shape the clay with my hands, turning and smoothing, turning and smoothing.

Now, let's look! No! It's not right. The clay has slipped to one side and the pot isn't even.

I need to shape it again. There it goes. A little taller, a little wider, curve the edges here, shape the rim.

There! There it is! Just as I want it.

My pot hardens in the air for a while. Then it goes into the kiln/oven where it can bake hard.

Now I shall paint it. Black and red are the colours I'll use.

Let me think. I want this pot to be unique. What design can I use? I want lines that swirl around the outside of the pot. I want some feathery patterns. I'll put them here.

Yes, that's it!

The pot is finished. Unique, and perfect in every way.

Reference: *The Lion Encyclopedia of the Bible.*

**STORY 2: PEOPLE — UNIQUE IN CREATION**

Use the following script to help explain the unique nature of people.

The Bible tells how God made the first people, a man and a woman.

He made Adam, the first man, from the earth and he made Eve, the first woman, from a bone in Adam's body.

What was unique about these two people?

They made a home — but so did the animals.

They could run, jump and swim — but so could the animals.

Adam and Eve were unique because God made them differently than he did the other parts of creation.

Adam received life from God in a different way. The Bible tells that God 'breathed' into Adam.

The Bible tells that all people have this special life from God in them.

The name for this special life is called the soul.

Because people have a soul they can think about God.

They can believe in God. They can talk to God.

They can live with God even after they die.

**STORY 3: A UNIQUE BABY**

If you feel it is appropriate, use the name and photo of one of the students in the class.

About five/six years ago in (X's) home the family were very excited.

Mum and Dad were waiting and wondering how much longer it would be before something very special happened. They had been waiting for a long time for this special thing.

They had told all of their friends about it, they had bought a tiny bed and some tiny clothes. Finally, the waiting was over.

Mum went into hospital and (X) was born.

He/she was very small, with little toes and little fingers. He/she slept a lot and cried a lot, but Mum and Dad didn't mind because at last they had their very own special baby. They knew that there were many, many other babies who were small like (X) and who cried like (X). But no baby was exactly the same as (X). Their baby (X) was unique.
RIDDLES

What do Christians do to help them think about God?

Christians show that God is special to them in many ways.

Guess what it is that Christians do to help them think about God.

Finish the riddle with a word and an illustration.

I visit a special building.
I go there to sing and talk to God and to learn about him.
I go to a ......................

I read a special book.
I read it to find out about God.
I read a ......................

I listen to a person.
The person tells people about God.
I listen to a ......................

I wear something small.
It can be gold or silver.
I wear it on a chain.
I wear a ......................
Dear parents/caregivers,

In our Christian Studies lessons we are learning that each person is unique and special. You are invited to share the following information with your students. If there are details that you do not know, feel free to leave these spaces blank.

**Part one** of this sheet gives the students the opportunity to find out about themselves when they were babies.

**Part two** gives you the opportunity to tell your child about how you felt before and after they became part of your family. You can also tell them why you think they are unique and special.

Once the information is complete, please return the sheet to school, as I would like the students to share the answers with the rest of the class. If you have a baby photo of your child that you could send to school, we would enjoy sharing this with the class also.

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**Part one**

My name is _________________________

______________________________

I was born on _____________________

______________________________

I was born at _____________________

______________________________

I weighed _______________________

I was ________________________ long.

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**Part two**

When (_______________) arrived we felt ____________________

______________________________

______________________________

(_______________) was a very special baby. He/she was ____________

______________________________

______________________________

Something unique about (_______________) is that ___________________

______________________________

______________________________

(_______________) is special to us because ______________________

______________________________

______________________________
MAKING A ‘ME’ CUBE

For each cube, use two milk cartons (1-litre 250ml or 500 ml). Measure the side of the carton (7 cm). Mark a line around each carton which is that distance from the base. Cut along this line. Slip one carton base over the other to form a cube.

Students complete the six squares below, cut them out and paste one on each side of the cube.

Using their cubes, students work in groups to identify how others in the class may be like them in some ways but different in others.

My name ______________________
__________________

My hair colour ______________________

My favourite food ______________________

Something I do very well ______________________
__________________

My birthday ______________________

Something special about me (that most people don’t know) ______________________
__________________
__________________
SQUEEZY
(based on Isaiah 43:1)

STORY
This story is written to focus on the feelings that a person has towards something that they have made.

A development of the story is that Christians believe that God, who made people, also has feelings of love toward the people he made.

Jake was about four years old. He was the only child in his family, and sometimes he got a bit lonely.

Jake often thought that he would like to have something of his own, something he could hold and talk to.

When he was small, Jake used to have a blanket that he would carry around. He liked that. But when he got older his mum put it away and said, ‘Big boys don’t carry blankets’.

His mum had bought him a new bear to take to bed, but Jake didn’t really like the bear much. Its arms and legs were a bit stiff and it wasn’t soft and cuddly like his blanket used to be.

Then Grandma came for a visit. One day when Jake had nothing to do, Grandma said: ‘Here Jake, let’s make something’.

As you tell this part of the story, make a ‘squeezy’ toy.

Grandma told Jake to go and get two old socks. That was easy; he got the red one that had lost its mate and the long blue one with a big hole in the toe.

Grandma got some stuffing and Jake pushed the stuffing up to the toe of the red sock. Then Grandma took the blue sock and tied it underneath the stuffing so that there was a round shape at the top.

Then Jake pushed some more stuffing into the red sock until it was all full up. Grandma took a needle and thread and sewed up the bottom of the sock.

Jake still wasn’t sure what it was.

‘Now’, said Grandma, ‘go and get those new textas that I saw you with last night’.

Jake ran to get them and Grandma told him to draw a face on the round part. Jake drew two eyes (one was a bit bigger than the other) and a smiley mouth.

Now he could see what he’d made. It was a soft, stuffed toy. Not really a doll and not really a bear. Jake looked at it a while and then squeezed it. It was just the right size to hold, and it felt soft in his hands.

A big smile came onto his face, and he gave Grandma a hug to say thank you for helping him make his toy.

Jake went outside with his toy and thought hard about what he would call it.

When Mum came home from work, he ran up to her and said, ‘Look what I’ve got. I made it and I’ve given it a name. It’s Squeezy. Squeezy is mine.’

Jake took Squeezy to lots of places. He took it to bed, he took it shopping, and when it was time to take something special to show at kindy, he took Squeezy along. ‘I made this’, he said. ‘I called it Squeezy and it’s mine.’

DISCUSSION
Students talk about a special soft toy that they might have or something that they have made.

During this discussion help students identify why some things are very special. Record the feelings that these special objects evoke.

All people have feelings about things that are special to them. Tell students about some of the feelings you have towards your friends, your children, people you love or things that you have. Include feelings you have for your students.

HOW TO MAKE A SQUEEZY
You will need two long socks and enough acrylic stuffing (or foam chips) to stuff one of the socks.

Put stuffing in the toe of one sock to form the ‘head’ of the squeezy.

Tie the second sock beneath the ‘head’ to form the neck and ‘arms’.

Continue putting stuffing into the first sock to form the ‘body’ of the squeezy.

Sew the opening of the first sock closed either by hand or using a sewing machine.

Decorate as desired with textas or wool and buttons.
PEOPLE: LOVED BY GOD

Students write their name into the space and complete their personal response to the verse. Accept all responses, even those where students do not know how they feel, or those which may appear negative.

An alternative activity is to copy the words of the verse onto light cardboard for students to make into a plaque. Students can add a border and a ribbon from which to hang the plaque.

I have called you by name

____________________
and you are mine

When I hear these words I feel _______________

__________________________
because _____________________

__________________________