



# Supplement for Quest Green Primary Curriculum for Terms 3 and 4 for CRE Teachers

# 2010

| Lesson No.       | Title & Key Competency   | Values from NZ Curriculum                 | W.A.L.T. – We Are Learning To / That           | Notes  |
|------------------|--|---|--|--|
| <b>Unit 6:</b> 1 | Jesus – light of the world<br>Key competency: Managing Self          | Excellence and integrity                  | ... think about good role models               | At the beginning of the Guided Discovery section, review some of the stories of Jesus that the students have already learnt as this will help students answer the questions. The questions in the Guided Discovery are excellent so allow plenty of time to discuss them.  |
| 2                | Light up the world<br>Key competency: Participating and contributing | Community and participation               | ... use our abilities to help others           | The Orientation activity 'Student fete tasks' and the Student activity book 'Together we can make an impact' both guide the students to consider how they can use their abilities to help others and reinforce the WALT very well. Recommend you choose one, not both of the activities as they are similar. Note the 'Learn by Talking' box in the Teacher Book pg 13.  |
| 3                | Forgive as God forgives<br>Key competency: Relating to others        | Community, participation and equity       | ... forgive others                             | The excellent Orientation questions could be discussed in small groups prior to reporting back to class. The play BLM 3 could work well for the Guided Discovery. The scenarios on BLM 5 could be used as a group discussion and fit well with the WALT.   |
| 4                | Don't judge people<br>Key competency: Relating to others             | Diversity and respect                     | ... treat others well                          | The Student book activities 'It's easy to judge and find fault' and 'Take the challenge' reinforce the WALT. BLM 7 has a useful scenario for illustrating the 'speck and log' concept.   |
| <b>Unit 7:</b> 1 | I am<br>Key competency: Thinking                                     | Inquiry and curiosity                     | ... understand what the Bible says God is like | Allow plenty of time for students to brainstorm the question on 'What God is like?' in the Guided Discovery section as this can be referred to throughout the session. When working on activity 3 'God's home page', students could write their question to God on a separate paper. These could be collected up and shared with prepared answers in the following lesson. Keep the questions anonymous.   |
| 2                | A forgiving father<br>Key competency: Relating to others             | Integrity and respect                     | ...think about choices and consequences        | There are two main aspects to this lesson – thinking about the choices we make, and the concept of forgiveness when a bad choice has been made. The Student Reflection questions cover both. BLM 10 Writing a modern day parable is excellent but would require plenty of time.  |
| 3                | God, the loving shepherd<br>Key competency: Relating to others       | Integrity and respect                     | ... show other people that they are valued     | The Student book activity 'What do you value?' has some challenging choices and helps students understand that actions are an important part of showing others that they are valued. BLM 13 'Warm Fuzzies' is an excellent way of reinforcing the WALT. If time is short, students could just complete one 'warm fuzzie' which could be read out, rather than being made into a poster. Note contextualising a Biblical shepherd will be helpful to the students.  |
| <b>Unit 8:</b> 1 | Jesus – the facts<br>Key competency: Using texts                     | Inquiry, curiosity, respect and integrity | ...think about how we get to know people       | The context of this session gives teachers the opportunity to share something of their own positive experiences of finding out more about Jesus and how it is ongoing. It is important to make the point that to be sure of a fact, we need to know it is from a credible source. The questions in part 3 of the Guided Discovery are excellent inquiry questions. Consider providing the students with a copy of the text from Mark (e.g. Gospel of Mark or whole Bible or a photocopy of the passage) to refer to when answering these questions as this relates to the key competency for this lesson |

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| 2                 | Jesus – someone worth knowing<br>Key competency: Managing self      | Inquiry, curiosity and integrity       | ...we can make choices about people                                 | This session can be made into two. The suggestion of a simulated interview of Matthew would be worth allowing time for as it gives an example of how a person is changed once they choose to follow Jesus' way. Continuing the idea of using texts from the previous lesson, consider providing copies of the Bible texts to use when completing the Student book activity 'Jesus – worth following?'. |
| 3                 | Know Jesus, know God<br>Key competency: Thinking                    | Inquiry and curiosity                  | ...think about what good character is                               | The Student book activity 'Jesus – a character sketch' and My character sketch' relate well to the WALT. They help students make the connection between the good qualities of Jesus and the qualities they would like to have. In this lesson it is also important to highlight the ways that people can get to know God better and so understand more about His character.                            |
| <b>Unit 9: 1</b>  | Community matters<br>Key competency: Participating and contributing | Respect, community and participation   | ...in a good community people care for each other and work together | This lesson can help students see how relevant the Bible is today. The Ten Commandments written so long ago are important in communities today. Student book activity 'What about your class community?' encourages students to think about class rules and their purpose. This could lead on to a discussion about how the rules relate to the Ten Commandments.                                      |
| 2                 | Communities care<br>Key competency: Participating and contributing  | Equity, community and participation    | ...treat others fairly  | If the game option is chosen in the Orientation, keep it moving or the children might lose interest. BLM 21 is excellent and reinforces the WALT. If using the Student book activity 'Rate this!' be prepared to discuss and challenge the responses if required as the ratings will be subjective and could be unrealistically negative.  |
| 3                 | Measure up!<br>Key competency: Participating and contributing       | Equity, community and participation    | ...stand up for what is right                                       | BLM 22 is a helpful way of presenting the passages in Amos. The Student book activity 'Not Fair' reinforces the WALT. This could be done in small discussion groups.   |
| 4                 | Play your part!<br>Key competency: Participating and contributing   | Integrity, community and participation | ...do the right thing   | The game option in the Orientation is excellent for revision. If time is short, the questions could be answered collectively or in small groups. The Student book activity 'What could happen?' relates well to the WALT.  |
| <b>Unit 10: 1</b> | Something worth celebrating<br>Key competency: Thinking             | Inquiry and curiosity                  | ...understand why Christmas is important to Christians              | Make sure the students understand the meaning of the word prophecy. The Student book activity 'Who, what, why', has very good comprehension questions. The Student Reflection questions are excellent.   |
| 2                 | Celebrating Christmas<br>Key competency: Thinking                   | Inquiry and curiosity                  | ...understand why and how Christians celebrate Christmas            | Combining the Student book activity 'The Advent wreath' and BLM 30 provides a good example of why and how Christians celebrate Christmas. The play from BLM 31 would work very well in class or as part of a combined celebration.   |