

# An Introduction: Year 3 Biblical Studies Syllabus

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**This set of Biblical Studies has been written to help Year 3 teachers develop learning abilities in their students. The learning abilities are set out below.**

The students will be pre-tested prior to implementing the syllabus and they will be post-tested to see the effectiveness of the learning-ability goals. This testing will have a major focus on each student's ability to determine the viewpoints of the various narrative characters.

## **Learning Ability Objectives**

**Biblical knowledge and challenge:** The students will be able to discuss and explain the effect the Holy Spirit makes to a person's life, from the Book of Acts. A person who listens to God's Spirit gains a new view into loving others and following Jesus' teaching.

**Visible thinking acquisition:** The students will learn to acknowledge their thinking (making it visible) by learning to use strategies such as the "understanding cards". Knowing their thinking can assist them in becoming aware of problems they may be having with the task and they can learn to ask for help.

**Listening to one's thinking:** Students are to be taught to listen to their thinking and to check that it is the best thinking they can do.

**Personal Viewpoint thinking:** Students are to be encouraged to be aware of the views they are using to resolve any issues.

## **Teacher Learning Abilities Objectives**

**Eliciting more complex thinking:** Teachers can help students use more complex thinking through the use of life-issue questions which include: "What would you do?"; "Why would you do that?" and "What are your reasons for saying that?"

**Coding Personal Viewpoints:** Teachers will develop their skill in coding Personal Viewpoints for evaluating students' responses to questions. See Lesson 2 and the example of asking children for their view of the game of 'handball'. In that example some of the viewpoints expressed were:

### **Example of coding students' viewpoints answers**

<i>Experienced Viewpoint</i>	<i>Society's Viewpoint</i>	<i>Experience or Value Viewpoint</i>	<i>2 x Assessment Viewpoints</i>	<i>Fact Viewpoint</i>
It's Fun	It's a boy's game	I am good at handball	Some people cheat at handball but it is a good game	I don't play handball

Training in coding will be provided.

**Bible Gateway skills development:** Teachers will train students to find topics or bible passages using electronic tools such as the iPad apps Bible Gateway

# Listening to the Holy Spirit

Lesson 1

Week 2

Passage: Acts 1: 1-11

## Lesson and Learning Objectives:

That students can:

1. undertake the Personal Viewpoints survey. This will allow the class Viewpoints profile (pre-testing) to be undertaken for comparison with the students' post-test results at the completion of the syllabus to identify possible changes in students' viewpoints processes.
2. use the "understanding cards" to tell the teacher how well they understand the current task.
3. consider what the book of Acts teaches us about life for the early Christians.
4. use BibleGateway to find Bible passages.

**Step 1:** Explain the ways in which this term's Bible Studies will be a little different to previous Biblical Studies lessons.

- Explain that this new work will require them to think about how people in Bible narratives saw Jesus and remind them that not everyone liked Jesus. Tell the class that we will also think about the Bible events in a way that allows each person in the class to form their own view of what the Bible passage is telling us about life. In this way we will learn to see what Jesus wants people to know.

**Step 2:** Explain that the class is doing a survey today to see the different types of views students use when reading the story of a person with a difficult situation that requires fixing.

**Step 3:** Implement the survey. See the scenario on the next page.

**Step 4:** Model the way to use Bible Gateway. Then ask students to bring the site up on their iPads. For the students who can do this quickly, ask them to look up Agrippa and to note what the Bible says of him ("See how much you can find about him"). When all in the class can use BibleGateway ask students to look up Acts 1: 1 and to think about what the writer is saying to the readers. Give students time to think about the passage.

**Step 5:** Analysing Acts 1: 1-4. In groups of three or four the students are to think and discuss what view the writer of Acts had about Jesus' resurrection. The students are to give reasons for what they say. Once students have done the work, ask for a group to volunteer their answer. Ask other groups to share their answers and encourage the class to listen carefully.

**Step 6.** Reinforce for the class that the shared views are important to help us learn how others see the Bible narratives and to discover what Jesus and the first Christians thought of God.

## YEAR 3 Senario

Number: \_\_\_\_\_

Class: \_\_\_\_\_

Girl / Boy (Circle)

I started at PHCS in Year \_\_\_\_\_

Serina, a Year 3 student, was talking to her friends when she saw Joel take something out of William's bag. She couldn't see what it was but she could see that William didn't know it had gone. Later in class William was asked to bring his special object out to the front of the class and tell people why it was important to his family's culture. William looked in his bag; he rummaged through it and finally he emptied it out on his desk. He could not find his special object.

William's eyes began to mist up. "It was in my bag, I checked at recess."

The teacher said, "Are you sure you didn't leave it somewhere?"

William was devastated. He had spent a lot of time preparing his talk about his family's special object.

In the playground Serina found herself next to Joel. She was upset with him for taking William's object and leaving him embarrassed in class.

1. If you were Serina what would you say to Joel?

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2. Why would you say that? (Please explain your reasons).

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3. How could you check that you were saying the right thing to someone like Joel? (Please give reasons).

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4. How should we treat other people's property? (Please explain your reasons).

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5. Why do you think Joel took William's special object? (Please give your reasons).

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# Listening to the Holy Spirit Taking risks for God's Kingdom

Lesson 2

Week 3

Passage: Acts 1: 1-11

**Learning Objectives** That students can:

1. explain that the Bible is a book that is meant to be understood by its readers.
2. use the “understanding cards” to tell the teacher how well they understand the current task.
3. consider the book of Acts as a source of information on the life of the early Christians.
4. use the concept of “view” (viewpoint) to identify a Bible protagonist’s viewpoints.

**Stating the aim of the lesson and gaining learning skills.**

1. Tell the students we are going to learn ways of understanding the Bible by looking at how Bible characters saw the Biblical events. For example, when we look at the narrative of the shepherds visiting the baby Jesus, we learn from the disciples’ actions and words that Jesus came from God. There will also be times we will learn from the words of those who didn’t believe Jesus, like the Pharisees.

2. It is important that we practice knowing how our learning is progressing during a lesson.

Demonstrate the 4 cards of understanding:

*(7 minutes)*

I don’t understand at all;

I understand some parts of the task but can’t take the next step;

I understand most parts of the task but am just stuck on this part of the work;

I understand the task and am able to keep working on it.

Give each group of students a set of four cards.

Provide an opportunity for the class to practice. Ask the students to answer question 1 of the Answer Sheet. Then ask the students to respond to your next question using the knowledge cards; “How well did you go in answering the previous question. If you found it difficult to explain how Jesus’ death on the cross shows God’s love show card A. If you knew about God’s love but could not explain what it has to do with the cross show card B. If you understand how God used the cross to show his love, but couldn’t explain it in simple words show card C. If you understood the task and could explain it clearly show card D”.

### **3. Understanding and explaining the Bible Passage.**

*(7 minutes)*

Youtube Perspective: Ask the students to watch the Youtube video on ‘Jesus Returning To Heaven’ and to think about what the event meant to Jesus’ disciples.

Play the Youtube ‘The Ascension’, below (It goes for a little over 1 minute):

<https://www.bing.com/videos/search?q=Ascension+of+Christ+Animated&&view=detail&mid=D46610742B1F2D44AE58D46610742B1F2D44AE58&rvsmid=270061C6A04A930EA08A270061C6A04A930EA08A&fsscr=0&FORM=VD>

Ask students what the disciples thought about what happened to Jesus. Then ask what they found the most interesting part of the cartoon. Encourage students who often don’t participate in answering questions to give their response. Students are to answer question 2 on the worksheet. Then ask the students to use their ‘understanding cards’ to show how well they understood the Youtube clip. Note the proportions of different cards in the class response for comparison with later answers.

*(5 mins)*

## Reading the text.

4. Students are to read Acts 1: 1-11. They could read the text individually or with a friend.

*(5 mins)*

Place the students into 4 groups. Each group of students is to decide what their passage tells us what happened in it:

Group 1: Acts 1 verses 1 to 3

Group 2: Acts 1 verses 4 to 5

Group 3: Acts 1 verses 6 to 8

Group 4: Acts 1 verses 9 to 11

Check that each group feels confident it can achieve the task. Each group is to show an “Understanding face”.

*(The activity should be completed in 7 to 10 minutes.)*

## Gathering together the whole story

*(5 minutes)*

A spokesperson for each group reads out what their group discovered. The teacher is to write each group's findings in sequence to form the narrative for students to write in their books.

## Viewpoint Question

*(8 minutes)*

Using group-work get the students to answer Questions 3: A, B, and C. First explain again what views are (how we see a situation), using the example in the beginning of Question 3 ('the viewpoint of the disciples'). Keep discussing the exercise with any students who are struggling until all students are able to attempt the question. There is value in students working in pairs or triads.

In pairs or individually students are to consider what their view of Jesus going into heaven might be.

*(If time permits)*

Check that each group feels confident to achieve the task, i.e. they are to show an “Understanding face”.

## Provide feedback to the class on how they went with the activity

The art work is from

[https://www.google.com.au/search?site=imghp&tbn=isch&source=hp&biw=1200&bih=856&q=google+clip+art+children+talking&oq=google+clip+art+children+talking&gs\\_l=img.12...10237.19993.0.23646.32.14.0.18.5.0.210.2520.0j12j2.14.0....0...1ac.1.64.img..0.18.2404...0j0i8i30k1j0i24k1j0i10i24k1.-508WTu9yrE#q=google+clip+art+children+talking&tbn=isch&tbs=rimg:CUO1f6zTp\\_1EdljiEVWtIBbLEsRdN1WxK3cS\\_1TGO5KbshUCIgZxqoGaW2jsxL\\_1W7nKzR\\_1xiDy0b16Hmr3eShUnV0pcyoSCYRva2UFssSxEYznp7klGv7LKhlJF03VbErxdL8RKhHc4c0kILYqEglMY7kpuyFQlhGQX6AnUN20qSoSCSBnGqgZpbaOEXySyPfyFIQIKhIJzEv9bucrNH8RcNPty\\_1Bqq6sqEgnGIPLRvXoeahHlhBZTpAV\\_1JCoSCfd5KFSdXSIzES4VSoV5pEhs&\\*&imgsrc=6vmXNotTJpfRCM:](https://www.google.com.au/search?site=imghp&tbn=isch&source=hp&biw=1200&bih=856&q=google+clip+art+children+talking&oq=google+clip+art+children+talking&gs_l=img.12...10237.19993.0.23646.32.14.0.18.5.0.210.2520.0j12j2.14.0....0...1ac.1.64.img..0.18.2404...0j0i8i30k1j0i24k1j0i10i24k1.-508WTu9yrE#q=google+clip+art+children+talking&tbn=isch&tbs=rimg:CUO1f6zTp_1EdljiEVWtIBbLEsRdN1WxK3cS_1TGO5KbshUCIgZxqoGaW2jsxL_1W7nKzR_1xiDy0b16Hmr3eShUnV0pcyoSCYRva2UFssSxEYznp7klGv7LKhlJF03VbErxdL8RKhHc4c0kILYqEglMY7kpuyFQlhGQX6AnUN20qSoSCSBnGqgZpbaOEXySyPfyFIQIKhIJzEv9bucrNH8RcNPty_1Bqq6sqEgnGIPLRvXoeahHlhBZTpAV_1JCoSCfd5KFSdXSIzES4VSoV5pEhs&*&imgsrc=6vmXNotTJpfRCM:)



Google clip art

**Question 1:** How do people's words and actions help us learn about them?

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**Question 2:** The understanding card I wanted to show when asked "How do people's words and actions help us learn about them?" was:

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**Question 3:** See if you are able to decide what the viewpoint of the various people in the passage Acts 1:1-11 were. For example, in verse 6 the view of the disciples was: "It is important to know when Jesus will "restore our kingdom of Israel".

A. What was Jesus' viewpoint about what the disciples should be thinking about the restoration of the kingdom of Israel? \_\_\_\_\_

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B. Verse 10, What might the disciples' view of Jesus have been as they watched Jesus ascend to Heaven? \_\_\_\_\_

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C. Verse 11, What view did the two men dressed in white have about what Jesus told the disciples to do? \_\_\_\_\_

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**Activity:** Think about what your view of Jesus going into heaven might be. Remember there is no right answer:

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# God Gives People His Spirit

So They Might Live the Best Life  
- God's Type Of life

Lesson 3

Week 4

Passage: Acts 2:1- 16; 40- 47

*The Spirit comes &  
the Spirit filled the  
community*

**Learning Objectives:** that the students can:

1. discuss the new view of life that people gained in the new Christian community.
2. discuss how the Book of Acts shows us the way early Christians viewed what God was doing in their lives.

## Revising the concept of Views and gaining learning skills.

1. Revise the idea of Personal View (Viewpoint). (7 minutes)
  - Ask the class to consider what they think of the game “handball”. Encourage the students to think about their reasons for their ideas. Ask for students’ comments and note the various views being offered.
  - Write 4 or 5 student answers on the board. Write the comments across the board in such a way that all the answers are on the same line, taking two or three lines per answer as in this example:

It's fun	It's a boy's game	I am good at handball	Some people cheat at handball but it is a good game	I don't play handball
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2. Tell the class that each of these answers is someone's view. A view is the opinion, and often a belief, a person has of an activity or object. (8 minutes)

Tell the class that you are going to put a “view name” on some of the views of the class.

"It's fun" is an “experience view” because the student experienced fun playing it.

"It's a boy's game" is a “society view” as the student learnt that opinion from his/her culture.

"I am good at handball." is either an “experience view” or a “value view”.

"Some people cheat at handball but it is a good game" contains two views- an “assessment view” (some people cheat) and it has a second “assessment view” (It is a good game).

"I don't play handball" could be a “statement of a fact view”.

Then write the headings on the 5 views on the board, as below:

Experience View	Society's View	Experience or value view	2 x Assessment views	Fact view
It's fun	It's a boy's game	I am good at handball	Some people cheat at handball but it is a good game	I don't play handball

- Point out to the class that none of the answers given is a right or wrong answer. Each student was simply saying their view of the game. We will call people's opinions “personal views”.



- Remind the students that each week we will be considering our personal views of Bible events found in the Acts of the Apostles.

### 3. Youtube Perspective

*(10 minutes)*

Ask the students to watch the Youtube on ‘The Holy Spirit comes’.

*(Takes 2 min 37secs)*

<https://www.bing.com/videos/search?q=youtube+Bible+Pentecost+Holy+Spirit&&view=detail&mid=AB4466A987929D4C65B2AB4466A987929D4C65B2&rvsmid=6D8A739C0CBC59F725876D8A739C0CBC59F72587&fsscr=0&FORM=VDFSrv>

Ask the students to think quietly about what this video was saying. Ask students to show an appropriate ‘understanding card’ of the video. Tell the students to write a short summary (one paragraph) of the story. Then ask one or two students to read their summary. It is important that every student write or draws something. Allow the class to discuss the various views on the Youtube.

4. Ask students to turn to Acts 2:1- 16; 40- 47. Choose a number of readers to sequentially read the passage out loud. *(8 minutes)*

Then ask for volunteers to provide the sequence of events on that Pentecost day. Give the students notes to copy into their book from the class summary of the passage.

4. **Critical thinking questions on the biblical perspective:** The students are all to consider the following questions: *(10 minutes)*

(Check with the first question using the knowledge cards)

- What was the view of many in the crowd to the action of the Apostles speaking in the many tongues of their listeners? How many languages does the text say were spoken? (vv 6-12)

Some people sneered and refused to see God’s power. What was their view? (v. 13)

- What was Peter’s answer to the “drunk with new wine” theory? (vv. 15-20)
- What was the view of those people who were baptized that day? (vv. 40- 42).
- Describe the type of community the new Christians formed with the apostles and disciples as written in Acts 2: 41-42. What was the view of this new Christian community formed on the Day of Pentecost? (Students may need help with this question).

### **If time permits ask:**

“Think about the way people’s experience of God changes their view of themselves”. The students could answer this question from their parent’s experience (which they will have observed) or their own experience. They need to choose which way to answer this difficult question. Help those students who struggle to answer the question.



# Activity Sheet Lesson 3



handball

Google clip art

**Question 1:** What is your viewpoint of Handball? Please say why.

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## Question 2

What stood out for you in the video of “The coming of the Holy Spirit”:

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**Question 3.** Draw a picture, with captions, of what you imagine a typical Sunday gathering of the early church in Jerusalem may have looked like after they had received the Holy Spirit. Write a heading for your picture title: “The view of the church community by the early Christians.

# Have Courage and Stand for What You Believe

Lesson 4

Week 6

Passage: Acts 4: 1-24.

**Learning Objectives:** that the students can:

1. Discuss the effect of the Holy Spirit strengthening Peter and John's faith in God when they were being persecuted.
2. Describe Peter and John's view of their opponents when threatened with persecution by the religious authorities.
3. Discuss how faith in Jesus might make a difference if they (students) were to be persecuted or were to help people who are persecuted, e.g. being bullied.

**Questions to prepare to understand the concepts:**

1. Share with the class a current example of persecution in the world. (At the time of writing Coptic Christians are being persecuted in parts of Egypt). Discuss with the class what persecution is. If appropriate, tell the class that some Muslim women feel persecuted because they wear a "Head Scarf" (Hijab) in public. *(5 minutes)*
2. Show the Youtube and introduce it as one explanation of the persecution of Christians. *(7 minutes)*  
<https://www.bing.com/videos/search?q=youtube+persecution+of+children&&view=detail&mid=4715D7F63A0B3254BEFC4715D7F63A0B3254BEFC&rvsmid=73535D71456F17DDB39A73535D71456F17DDB39A&fsscr=0&FORM=VDFSrv>

Ask the class how they might explain what persecution is, and encourage discussion until students are feeling comfortable that they understand the concept. Use the Knowledge cards to ensure all students are familiar with the concept.

Ask students to write their answer in Question 1 (see activity sheet). Then take three or four answers from volunteer students and check that all students were able to write the meaning of the concept (use Understanding cards if necessary). Tell the students that persecution is not just used on religious people. Some people are persecuted because they are from another country, or they have something about the way they speak that leads others to give them a hard time. Tell the class that bullying is a form of persecution and that God opposes it.

3. Turn the students' attention to Question 2 of the worksheet. Ask the students to think about what God's view of bullying might be and the reasons God might think that. Discuss the class ideas and ask them to answer Question 2 on their worksheet.

*(5 minutes)*

4. Ask students to turn to Acts 4:1-23. Choose a number of good readers to sequentially read the passage out loud. *(10 mins)*

Then ask for volunteers to provide elements of the narrative until the sequence of events with the arrest and trial of Peter and John is complete. Write the sequence of events on the board.

5. **Critical thinking questions on the Biblical view:** All students are to consider the following questions from Question 3, and they may work in groups: *(15 minutes)*

**Question 3:**

- What was the viewpoint of the Sadducees and the captain of the temple? Remind the students of what a view is, (people's feelings point to their viewpoint but a viewpoint is like an opinion about someone or some activity. (vv. 5 to 7). Students are to write their answers on the answer sheet.
  - What view did Peter and John have about the threats of the Temple rulers?
  - What viewpoint did Peter and John have of God for this situation? What are your reasons for saying this?
  - What do you think the view of the man who had been healed would have been? Please give your reasons.
  - What is your view about this event? Please give your reasons.
6. Discuss with the class why the writer of the Book of Acts put this event into his book. One reason is that the event happened. But there were many other things that occurred in those early days but they weren't included. What view was the author hoping his readers would gain about doing good for God even though we might be persecuted.

# Activity Sheet Lesson 4

**Question 1** How would you explain what persecution is? Give an example.

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**Question 2**



Google clip art<sup>2</sup>

**Question 2:** What do you think God's view of bullying might be?

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**Question 3:**

Answer the following questions using only one sentence

- What was the view of the Sadducees and the captain of the temple about Jesus followers?

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What view did Peter and John have about the threats of the Temple rulers?

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-What view did Peter and John have of God as helper for this situation? What are your reasons for saying this?

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What is your view about this event? Please give your reasons?

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# Paul Changes his personal Viewpoint to Jesus' Perspective

Lesson 5

Week 4

Passage: Acts 9:1-19

*Paul meets the  
resurrected Jesus*

**Objectives:** that the students will be able to:

Recount the event where Saint Paul became a Christian.

Explain the mission Jesus gave Saint Paul.

Discuss the difference that occurs in people's lives when they know that Jesus is alive.

**Questions to prepare to understand the concepts:**

1. Ask the students if they know what the word *conversion* means. Give them some hints such as in some churches special services are held with the aim of some people becoming Christians.

Show the Youtube

(4 minutes)

<https://www.bing.com/videos/search?q=Youtube+paul%27s+conversion+on+the+road&view=detail&mid=5CFCC56171D07F6E25A65CFCC56171D07F6E25A6&FORM=VIRE>

2. Ask the class two questions and help them to find the answers.

a. What was Paul's view of Christians when he set out for Damascus?

b. What was Paul's view of Christians after he met Jesus on the road to Damascus?

Spend sufficient time for all students to understand what a change of view means.

Then ask the students to fill in Question 1 on the Activity Sheet (under) for the lesson.

3. Ask students to open their iPads to Acts 9:1-19. Choose a number of good readers to sequentially read the passage out loud. (10 mins)

Then ask for volunteers to provide elements of the narrative until the sequence of events with Saint Paul receiving his sight is complete. Write the sequence of events on the board.

Ask the class what they think happened to Paul. A number of students may be familiar with the event. Take three or four answers and check that all students are comfortable with the meaning of the concept of conversion. Then ask if any students know of people today who have experienced a Christian conversion.

4. Tell the students to think about Paul's change of view about Jesus, set out in Acts 9: 1-19. Ask them to think about three things that stood out in the narrative.

Then they are to draw simple figures in the three spaces on Activity sheet 2.

5. A Complex Critical thinking question on the Biblical View of Paul's conversion:

If time permits ask the class to consider what Jesus' view was of Saul's persecution of the Christians?

- What is your evidence for that?

# Activity Sheet Lesson 5

## Question 1.

Write in the left hand column what you think Paul's view of Jesus was before he met him

Write in the right hand column what you think Saint Paul's view of Jesus was after he met him

View of Paul before he met Jesus	View of Paul after he met Jesus
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## Activity 2

### Three aspects of Paul changing his view of Jesus (his Conversion)

Paul with soldiers	Paul talking to Jesus	Paul being led to Damascus

# The Gospel is opened to Gentiles

Lesson 6

Week 8

Passage: Acts: 10 1-23

**Objectives** that the students will be able to:

- Recount how Jesus invited Cornelius, a non-Jew, to send servants to bring Peter to explain how to enter God's kingdom.
- Discuss how Christians today sometimes resist changing their attitudes when God calls them to new ministries.
- Discuss how Christians today must view other churches and their people as valuable to God.

## Questions to prepare to understand the concepts:

1. Ask the students to consider why many Australians, including Christians, are judgemental of the beliefs of others. If necessary provide the class some examples such as some Christian churches think some other churches don't worship God the right way.
2. Tell the class that in the early days of Christianity the Jewish people believed that they were not to eat with non-Jews because it could affect their spiritual life. Because the early Christians considered themselves faithful Jews who believed Jesus was God's son they kept from eating with non-Jews too. This meant Peter the apostle would not eat in a non-Jewish person's house. It was also against the Jewish law for non-Jews to enter the Temple in Jerusalem. Show the class from the following web

site: A warning sign in Greek and Latin that gave warning that the penalty for such trespass was death:  
[http://www.bible-history.com/jewishtemple/JEWISH\\_TEMPLEThe\\_Court\\_of\\_the\\_Gentiles.htm](http://www.bible-history.com/jewishtemple/JEWISH_TEMPLEThe_Court_of_the_Gentiles.htm)

3. Show Youtube **for only 45 seconds**. The rest of the clip will be shown the next lesson.  
<https://www.bing.com/videos/search?q=youtube+peter+meets+cornelius&&view=detail&mid=5A7BC20C7F2AB5C571215A7BC20C7F2AB5C57121&rvsmid=30656DAD72229E37EE3730656DAD72229E37EE37&fsscr=-1320&FORM=VDFSrv> Stop the video after 45 seconds.

Ask for someone to suggest what Jesus was really saying to Peter in his vision. Use the Knowledge cards to ensure all students are familiar with the common principle of "God was only for the Jews".

4. Ask students to open their iPads to Acts 10: 1-23. Choose a number of good readers to sequentially read the passage out loud. (10 mins)

Then ask for volunteers to provide elements of the narrative. Write the sequence of events on the board to help students with poor short-term memory to visually imagine the sequence of events.

5. Students undertake Task 1 on the work sheet (under). Encourage students to discuss how they might draw the scene, e.g. a two panelled comic strip.
6. Ask students to consider what God's view might be about people who go to churches that are very different to us. Ask them to consider whether God loves those Christians as much as God loves us.



Say to the class that just as loving family members do things together so churches that love God sometimes work together to help needy people in the community. Ask the students to discuss examples they know of where churches might work together, e.g. combined Christmas carols. It may be that students cannot think of any examples. If that is the case tell the students that churches support Christian schools like Pacific Hills. Another example is overseas charity work like the Tear Fund.

Ask students to do task 2 and complete for homework.

# Activity Sheet Lesson 6

## **Task 1**

Write what you think Peter's view of Gentiles was before he had his vision from Jesus? Draw a picture of how Peter might have reacted to the messengers of the Roman Cornelius if Jesus hadn't told Peter not to judge as bad what Jesus called good.

## **Task 2**

Draw a picture of how Jesus wants people from local churches to accept each other. (Use your imagination to show how churches might work together to help the community).

# The Gospel is opened to Gentiles

Lesson 7

Week 9

Passage: Acts: 10: 23-48

**Objectives** that the students will be able to:

- Recount how and why Peter changed his view of non-Jews as “unclean”.
- Explain how the early Christians had to change their view of non -Jews because God wants them in his family.
- Discuss how Christians today must listen to God’s call to change for the sake of other people.

**Questions to prepare to understand the concepts:**

**Step 1** Ask the students to look at their worksheet from last week and see who can best explain what they learnt from the Bible passage.

**Step 2** Remind the class that in the early days of Christianity the Jewish people believed that they were not to eat with non-Jews because it could affect their spiritual life. Ask them why the first Christians believed that.

**Step 3** Show the whole Youtube

(4 minutes)

<https://www.bing.com/videos/search?q=youtube+peter+meets+cornelius&&view=detail&mid=5A7BC20C7F2AB5C571215A7BC20C7F2AB5C57121&rvsmid=30656DAD72229E37EE3730656DAD72229E37EE37&fsscr=-1320&FORM=VDFSrv>

Note that the video was produced by the Seventh day Adventist Church. If appropriate to your class, point out how churches working cooperatively can bring benefits for all the churches.

Ask someone in the class why Peter believed he couldn’t enter a Gentiles house. Choose a person who often doesn’t answer for their answer. Use the Knowledge cards to ensure all students are familiar with the principle of “God was only for the Jews”.

**Step 4** Ask students to open their iPads to Acts 10: 24-48. Choose a number of good readers to sequentially read the passage out loud.

(10 mins)

Then ask for volunteers to provide elements of the narrative until the sequence of events with Peter seeing the Holy Spirit descend on Cornelius and his associates is complete. Write the sequence of events on the board to help students with poor short-term memory to visually hold on to the sequence of events.

Ask the class three questions and help them to find the answers. If they have difficulty help them to find the answers.

- What was Peter’s view of non-Jews being able to be followers of Jesus, before his meeting with Cornelius ?
- What was Peter’s view of non-Jews being able to be followers of Jesus after his meeting with Cornelius?
- What were the two events that changed Peter’s view?

**Step 5** Ask the students to read, discuss and complete activity 1 (below). This activity should not take too much time.

Ask the students to read, discuss and complete activity 2. Walk around the class and encourage students thinking.

If time permits ask the students to think about ways their local churches can work together better (**Activity 3**). Discuss your ideas with people on your table.

# Activity Sheet Lesson 7



**Activity 1.** Discuss with your table what Peter's view of Gentiles (non-Jews) became after he saw the Holy Spirit alight on the Roman Cornelius.

Write your answer in the space below and give your reasons for Peter's change of view.

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**Activity 2.** What are three things that happened to Cornelius that helped him to gain an accurate viewpoint of Jesus?

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**Activity 3.** Think about ways our local churches can work together better. Discuss your ideas with people on your table.

# A Christian Mission To Non Jews

Lesson 8

Week 10

Passage: Acts 13:1-4

*Paul & Barnabas  
go on a Mission*

**Learning Objectives** that the students can:

1. explain why students from Pacific Hills School go on missions to other countries and places in outback Australia to share the good news of Jesus the Lord.
2. discuss that it was the Holy Spirit who sent Paul and Barnabas on a Mission to bring the good news of Jesus to many nations in the Roman Empire.
3. reflect on how God sends Christians on missions great and small today.

**Step 1** Ask the class what Pacific Hills students do when they go on a Mission. Note some student ideas on the board.

Tell the students that the school made a Youtube clip to show the activities students do on Mission and why they do it. Play the Youtube

<https://www.bing.com/videos/search?q=your+tube+pacific+hills+christian+school+missions&&view=detail&mid=CFE2DA83A6FDDAD0F76CCFE2DA83A6FDDAD0F76C&&FORM=VDRVRV>

Continue the discussion of what students and teachers do on their Mission. Then ask the students to complete activity 1 (under). Play the video quietly again if some students have difficulty remembering its details.

## **Step 2**

Tell the class that we will be looking at the Mission of Paul and Barnabas to the Gentile cities of the Roman Empire.

Ask the students to open their iPads at Acts 13 and to read verses 1 to 4. Then ask the class to discuss what was happening here. After the class has interpreted the passage accurately (check with the knowledge cards) tell them they will watch a short video of Paul and Barnabas' Mission. Explain that many details from the Bible passage are left out because the video makers wanted to keep it short so people would view it all.

**Show the video:**

[https://www.youtube.com/watch?v=VCJ6gPzrX9c&index=4&list=PLfwS8\\_DFpW1uUqNhAWT7zt6t1Ou2HNoMO](https://www.youtube.com/watch?v=VCJ6gPzrX9c&index=4&list=PLfwS8_DFpW1uUqNhAWT7zt6t1Ou2HNoMO)

## **Step 3**

Ask the class to think about some differences between Paul and Barnabas' mission and the mission of students from Pacific Hills. (E.g. Paul and Barnabas went to a number of countries whilst students from the school usually go to only one country).

Ask the class what similarities there might be between Paul and Barnabas' Mission and a school mission (E.g. both missions wanted to share God's love and good news with others). Point out that in both types of mission, the missionaries used Christian viewpoints. For example both groups believe God called them to do their mission.

Discuss with the class some other Christian viewpoints missionaries from both groups shared.

**Step 4**

Ask the students to complete Activity 2. Encourage students to discuss their ideas before writing their answers to that Activity.



# Activity Sheet Lesson 8

**Activity 1:** Draw a scene that stood out for you from the School's Youtube Mission.

**Activity 2:** What are some of the Christian viewpoints you saw in students in the School's Video clip?  
Discuss with others at your table and write your answers in the space below.

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# Paul Changes his personal Viewpoint to Jesus' Perspective

Lesson 9

Week 2 Term 3

Passage: Acts 19:23-41

*Greedy Personal Viewpoints lead to sin against other people*

**Learning Objectives** that the students can:

1. Discuss how selfish and greedy viewpoints tempt people to act greedily and this hurts other people.
2. Explain why Demetrius the silversmith acted to stop Paul's mission from continuing at Corinth.
3. Reflect on why Paul had the viewpoint of telling people about Jesus.

**Step 1** Ask the class to explain how we use viewpoints to understand things. Provide scaffolding help to students as needed. Once the students are able to discuss how using viewpoints helps our thinking, tell them you are going to show a Youtube about a Year 3 Afro- American girl called Ruby who used Christian viewpoints to help her understand what she should do about the angry white parents at her new school. Tell the class a little about segregation in the US in the 50's and its unfairness to people called "coloured people". Mention how, in some Southern States in the US "black" schools sometimes didn't have the same facilities as the "white" schools to help students learn. Ask students to be ready to discuss the viewpoints of Ruby, her Mum, her teacher and the white parents who didn't want her at their school.

Play the Youtube right through and allow students to respond to the video. It goes for 7 minutes. Tell the class that you will be stopping the video at various points to explore the viewpoints of the various people in the story.

<https://www.bing.com/videos/search?q=youtube+ruby+bridges&view=detail&mid=28B436BDA0DB1085191628B436BDA0DB10851916&FORM=VIRE>

**Step 2** Replay the video and stop it at 2.40 minutes and ask: "What was Ruby's mother's viewpoint of God?" After various students have had the opportunity to answer the question ask the students to use their Activity sheet to match Ruby's Mum's name in the left hand column with her view of God in the right hand column.

Play the video from 2.38 to 4.00 minutes (the hostile white parents). Discuss the attitude of the white parents toward Ruby, how the parents were angry, aggressive, determined and full of hate. Students may raise some informative and insightful comments such as the parents didn't want their children to mix with "inferior" black students. After the students have discussed what the white parents did and why, ask students to use their Activity sheet to match the white parents name in the left hand column with their view of how black people should be treated in the right hand column.

Play the video from 4.00 to 6.45 minutes. Ask the students to think about the view of God that Ruby must have had to pray for those people who were seeking to hurt her. Remind the class that she prayed on her way to school and her way home. Discuss who may have helped Ruby gain her faith in God and belief in the power of prayer. Then ask the students to use their Activity sheet to match Ruby in the left hand column with her view of God.

Ask the students to use their Activity sheet to match Ruby's teacher in the left hand column with her view of Ruby and her ability to love and not hate her tormentors.

**Step 3** Tell the class to open their iPads at Acts 19 and to read verses 23 to 36. Then ask students to discuss what the passage is about in their small groups. Use the knowledge cards to check where the students are up to in their analysis.

To guide the students thinking, write the following questions on the board:

1. What was Demetrius' view of Paul and his friends? Their preaching of Jesus had resulted in many Corinthians becoming Christians.
2. How had the Christians hurt Demetrius and the other silversmiths?
3. What did Demetrius do about his problem?
4. What was the opinion of the crowd and why did they shout so loudly" (verse 34)?
5. What did the Holy Spirit lead Paul to do about the problem? How did Paul know?

Close the lesson with prayer.

# Activity Sheet Lesson 9

**Activity:** Draw a line from each person/s in the left column to the correct with the statement on the right column.

## Person or Persons making A statement

The white racist parents

Ruby

Ruby' Mother

Ruby's teacher

## Statement of Person or Persons

I want my children to be  
near God's Spirit!

I wondered how she did it!

We don't want black children in  
a white school. Some wanted to  
help her!

Please God forgive those people,  
they don't know what they are  
doing.

Some of the viewpoints could have come from the Bible. Write the list of Bible type comments and say why you think they are Bible views

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Learning Objectives** that the students can:

1. discuss how sometimes when bad things happen to us God is still there and will be with us no matter how difficult things become.
2. realise the difficulties Paul encountered when travelling by sea.
3. reflect on what their view of Jesus is.

**Step 1** Ask the class to think about their viewpoint of God. Stress that you will not be asking them to say what their view is. Give students a few minutes to think about their answer.

Tell the class that we will be thinking about Paul and his final journey to Rome. He knew that there would be danger when he faced the Roman Emperor. But because of his view of the Lord Jesus Paul wanted to go to Rome in spite of the danger.

Ask the class to consider what Paul's view of God was. Encourage students to look up their Biblical Studies workbook, e.g. Activity sheet 5. Then ask them to write their answer in the activity sheet (Lesson 10).

**Step 2** Tell the class that the Youtube they are about to see provides a short video of Paul's dangerous trip by boat to Rome to face the accusations of the people who hated believers of Jesus.

Play the Youtube right through and allow students to respond.

<https://www.bing.com/videos/search?q=youtube+Saint+Paul+Acts+27&&view=detail&mid=5C6CEE95A14B8239072E5C6CEE95A14B8239072E&&FORM=VDRVRV>

Tell the class that in Winter in the Mediterranean strong winds blow and ships that depend on sail are sometimes unable to travel because of the rough weather. That was the problem faced by the captain of the boat Paul was on. In the Bible passage we read that the captain tried to tack by going South but the gale strength winds were too strong. So they pulled in at the harbour at Myra.

**Step 3:** Ask the class to read Acts 27: 5 to 8. Discuss with the students the problem facing Paul's boat, i.e. storms would only get worse.

1. Tell the class to read verses 9 to 12 and to find what the centurion's view of Paul's advice was. Take answers and then ask them fill in activity 2 of the worksheet Activity 10.
2. Ask the class to listen carefully as you narrate the events of verses 13- 21. Stress that the storm was so strong they feared the waves would break the ship up. So they put ropes under the boat to hold it together.

Point out the perilous position the people in the boat were in. Suggest to the class that all people face perilous times, maybe a serious illness, perhaps the family is breaking up, or Mum or Dad is losing their job.

**Step 4** Ask the students to work in groups and to discuss what viewpoint the Bible calls all people in the world to have toward God. Ask the groups to encourage every student to share their view even if they are unsure of how to express their ideas.

When the groups have discussed their views ask them to put their ideas into activity 3 of the work sheet.

# Activity Sheet Lesson 10

**Activity 1:** Write in the space below what Paul's view of God was.

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**Activity 2:** What was the Centurion's view of Paul and his advice to stay in the safe harbour?  
Remember if he had listened to Paul the passengers and crew would probably have had to stay in the port for weeks or months and would have to pay to stay in an inn.

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**Activity 3.** What view of the Lord Jesus does the Bible call all people in the world to have?

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