

Big Questions

Scope and sequence

Semester 1	
Unit	Big Questions 1
Duration	Terms 1 and 2 (19 lessons)
Focus	These lessons concentrate on God and Jesus, who they are, what they have done, what people have done in response to God and what this means for people today. Basic Bible reading skills are introduced so the students can use the Bible to discover and apply biblical concepts for themselves.
Outcomes	See Appendix 1

Semester 2	
Unit	Big Questions 2
Duration	Terms 3 and 4 (19 lessons)
Focus	Students look at what it means to be a Christian. Jesus is examined as the model for Christian living and further Bible study skills are introduced. Students look at the story of the early church and consider how church is still relevant today. These lessons also deal with contemporary problems that the students face in today's world. Students explore what the Bible says and provide suggestions for dealing with these problems when they arise. The responsibilities of Christians to show God's love to others are also discussed.
Outcomes	See Appendix 2

■ Appendix 1

AIMS AND OUTCOMES FOR BIG QUESTIONS 1 (TERMS 1 AND 2)

Lesson	Aim	Outcomes—Students will:	Bible reference
1	For the students to understand that the Bible teaches that God is generous and he promises that those who search for him will find him. To introduce students to their teacher and to the Big Questions curriculum.	<ul style="list-style-type: none"> understand that God welcomes their questions and promises to be found by those who search for him identify the way in which the lessons for the year will be conducted share facts about themselves without describing what they look like complete a questionnaire about their interests and their attitudes. 	Matthew 7:7–12
2	To help each student appreciate what the Bible says about how intimately God knows every person and that he is ultimately in charge.	<ul style="list-style-type: none"> think and write about who knows them well rework part of Psalm 139 as part of a small group discuss what the Psalm teaches us about God have opportunity to respond to the Psalm by expressing how this knowledge about God makes them feel. 	Psalm 139:1–16, 23–24
3	To show that the Bible teaches that the world was created by God and is maintained by him.	<ul style="list-style-type: none"> discuss questions about the creation of the world and whether God is still in control read parts of Genesis 1 identify what Genesis 1 says about the creation of the world discuss the different roles of science and the Bible consider what it means to accept God’s invitation to seek him. 	Genesis 1:1–2:4; Hebrews 1:3
4	To help the students to understand that the Bible teaches that God made people in his image, he loves us and wants us to live his way.	<ul style="list-style-type: none"> discuss what makes people a unique part of God’s creation identify and discuss different responses to God’s authority consider the significance of God being loving and good consider what it looks like to express a personal response to God’s authority and love. 	Genesis 1–2
5	To help the students understand that because of an initial lack of faith and disobedience, the world has become a difficult place in which to live.	<ul style="list-style-type: none"> discuss the question—what has gone wrong with the world? read Genesis 3:6–13 and discuss it describe how the world has been spoiled by humans understand that God has not given up on his creation. 	Genesis 3
6	To show the students that beginning with the disobedience of Adam and Eve, people continue to disobey God and feel the effects of sin.	<ul style="list-style-type: none"> describe a situation where ‘one thing leads to another’ use a drama script to explore Genesis 37 describe how people today experience the effects of sin discuss how we know whether God cares about suffering and sin. 	Genesis 37
7	To encourage the students to develop a clearer understanding of who the Bible says God is and how people can draw near to him.	<ul style="list-style-type: none"> share their opinions about what God is like discuss how people can know what God is like discover some ways the Bible describes God explain how people can come near to God and relate to him have the opportunity to write a prayer. 	Psalm 47 (and selected passages)
8	To help students to appreciate from the Bible that God cares about the suffering of his people and promises to care for them like a shepherd.	<ul style="list-style-type: none"> discuss the kinds of questions they ask about God when life gets hard read Psalm 23 and explore what it teaches about God express in words, or drawing, their personal reaction to the psalm have an opportunity to share their thoughts and questions. 	Psalm 23
9	To help students understand that the Bible is historically reliable and relevant to people today, and why Christians believe that the Bible is God’s word.	<ul style="list-style-type: none"> discuss why some people consider the Bible to be special understand the evidence for the reliability of the New Testament discuss the ways in which the Bible is important for people today. 	2 Timothy 3:16; 1 John 1:1–2; Luke 1:1–4
10	To encourage the students to read the Bible for themselves.	<ul style="list-style-type: none"> begin to handle the Bible with confidence know how to look up Bible references discuss why reading the Bible is important read a Bible passage for themselves and reflect on the application. 	2 Timothy 3:16; Hebrews 4:12; Psalm 119:105, 110–111

11	To help students to understand that God offers forgiveness to those who put their faith in Jesus.	<ul style="list-style-type: none"> • learn about how God forgives us through Jesus • learn about what it looks like for someone to forgive • learn to recognise why God's people are called to forgive others. 	Matthew 18:21–35; Colossians 3:13
12	To encourage the students to understand that the unique circumstances of Jesus' birth described in the Bible show that he is God's Son.	<ul style="list-style-type: none"> • identify some of the signs that accompanied Jesus' birth • read various Bible accounts of Jesus' birth • express what they think about the idea that Jesus is unique. 	Luke 1–3; Matthew 1–2
13	To encourage the students to understand from the Bible that Jesus demonstrated by his actions and attitudes his uniqueness as God's Son.	<ul style="list-style-type: none"> • discuss commonly held views about Jesus • research as part of a small group a Bible account of Jesus' miracles • describe some character qualities that Jesus demonstrated • explain what the Bible accounts show about Jesus. 	Luke, various passages
14	To encourage the students to consider different responses to Jesus, God's Son.	<ul style="list-style-type: none"> • identify one response to one of Jesus' miracles or one truth shown by one of Jesus' miracles • participate in presenting either a news report or a class newspaper concerning Jesus' miracles • consider present-day responses to Jesus. 	Luke, various passages
15	To help students gain an understanding of why Jesus died on the cross and how this made the way open for people to become friends with God.	<ul style="list-style-type: none"> • suggest why some were opposed to Jesus • read excerpts from Luke 22–23 and answer questions about the events of Jesus' arrest, trial and death • discuss why Jesus died • state what Jesus' death means for Christians. 	Luke 22–23; Romans 5:10a
16	To encourage the students to consider the evidence for, and the significance of, Jesus' resurrection.	<ul style="list-style-type: none"> • discuss their opinions about how we know whether something is fact or fiction • explore the evidence that supports Jesus rising from the dead • suggest what Jesus' resurrection reveals about his identity • identify why Jesus' resurrection is significant for all people. 	Luke 24
17	To encourage students to begin to understand how following Jesus changes someone's life.	<ul style="list-style-type: none"> • explore Bible accounts of some people Jesus met • describe how meeting Jesus changed the lives of some people in Luke's Gospel • participate in a dramatic presentation of an encounter with Jesus • summarise the responses of Peter, Zacchaeus, the rich young man and Mary and Martha • consider what it looks like for someone to follow Jesus. 	Luke's Gospel
18	To encourage students to reflect on what different responses to Jesus and the invitation to live as God's friends look like.	<ul style="list-style-type: none"> • read the Parable of the Sower from Luke • participate in a drama about different responses to Jesus • discuss the meaning of Jesus' parable • identify what Christians believe. 	Luke 8:4–15
19	To help the students understand that the Bible tells us that Jesus will return and what it will be like.	<ul style="list-style-type: none"> • be able to state the events surrounding Jesus' ascension • discover as part of a group, something about Jesus' return • understand why Christians look forward to, and are excited by, the promise of Jesus' return. 	John 14:1–4

■ Appendix 2

AIMS AND OUTCOMES FOR BIG QUESTIONS 2 (TERMS 3 AND 4)

Lesson	Aim	Outcomes—Students will:	Bible reference
1	To explain what it means to be a Christian.	<ul style="list-style-type: none"> read key verses about what it means to be a Christian discuss the verses and explain the meanings explain the concepts represented by the colours/descriptions have an opportunity to express their own thoughts about the gospel message. 	Various
2	To help students appreciate the historical reality of the life of Jesus. To provide an engaging learning experience through film and discussion.	<ul style="list-style-type: none"> know about key events in the early life of Jesus appreciate the historical context for life in first century Palestine ask the question, what was Jesus really like? and be able to describe some aspects of Jesus from Luke 1–6. 	Excerpts from Luke 1–6 and Mark 5
3	To help students appreciate the historical reality of the life of Jesus. To provide an engaging learning experience through film and discussion	<ul style="list-style-type: none"> know about key events in Jesus' life appreciate the historical context for life in first century Palestine realise that people responded differently to Jesus express their own opinion about Jesus' power and character. 	Excerpts from Luke 6–20
4	To help students appreciate the historical reality of the life of Jesus. To provide an engaging learning experience through film and discussion.	<ul style="list-style-type: none"> know about key events in Jesus' life, particularly his arrest, death and resurrection appreciate the historical context for life in first century Palestine discuss the reasons for Jesus' death express their own opinion about the significance of Jesus' resurrection. 	Excerpts from Luke 22–24
5	To encourage students to develop a clearer understanding of prayer as a part of a Christian's relationship with God. To help students know how to pray.	<ul style="list-style-type: none"> discuss what part communication plays in a relationship list and describe different kinds of prayer examine some of David's prayers have an opportunity to pray. 	Various passages
6	To help students to understand that Christians believe that God speaks to his people through his word, the Bible, and this is why it is important to read the Bible.	<ul style="list-style-type: none"> know that Christians believe that God speaks to his people through the Bible understand that reading the Bible is an important part of being a Christian develop confidence in handling the Bible, knowing the different books of the Bible and reading it for themselves practise reading the Bible using the 'Pray—Read—Think—Pray' approach. 	Various passages
7	To introduce students to an overview of God's plan of salvation, as shown in the Bible, and encourage them to appreciate that there are different responses to God's invitation to be part of his plan.	<ul style="list-style-type: none"> know some of the key people and events in the Bible begin to understand how the Old Testament is fulfilled in Jesus learn and discuss some key verses consider different responses to what the Bible says about God's love to people shown in sending Jesus. 	Various passages
8	To explore how the Holy Spirit can change people, specifically, how the Holy Spirit gave Peter courage to change and say he was a follower of Jesus.	<ul style="list-style-type: none"> discuss the sorts of things that cause people to change investigate key episodes from Peter's life discuss how and why Peter changed hear a personal account from someone who has become a Christian, and the change it made in their life. 	Acts 2:1–41; Luke 22:54–62

9	To help students understand from the Bible how God's sovereign grace was displayed in Saul's life as God chose him, forgave him and used him to spread the gospel.	<ul style="list-style-type: none"> • discuss why it might be hard to imagine some people becoming Christian • investigate Saul's story from Acts 9 • recount the story using question and answer, an illustrated timeline or a first-person speech • discuss how Saul's experience demonstrates God's grace • reflect on the message in the Bible that God's grace is offered to all people. 	Acts 9:1–22
10	To show through the story of Paul in Philippi that nothing can stop the spread of the gospel.	<ul style="list-style-type: none"> • share their opinion about whether anything can stop the spread of God's kingdom • read about the events that occurred in Philippi from Acts 16 • understand the forces opposing Paul in Philippi and how the church in Philippi began • explain how the words of Jesus in Acts 1:8 were fulfilled in Philippi. 	Acts 16:11–34
11	To encourage students to understand that the Church is the community of all God's people and to begin to understand that God's people live in all areas of the world.	<ul style="list-style-type: none"> • know that Christians are those who have put their trust in Jesus and are now friends with God • know about some of the imagery about Church that is found in the Bible • know that the Church is the community of those who believe in Jesus • know that there are many, many Christians all over the world today • learn that there are Christian groups in their local community. 	John 10:11–16; Romans 12:4–5; John 15:1–7; 1 Corinthians 3:16–17
12	To help students learn about some places around the world where the church is involved in spreading the news of forgiveness through Jesus.	<ul style="list-style-type: none"> • revise the basic message of the gospel, using the 'wordless book' from Lesson 1 • understand Jesus' instructions to his followers to spread the message about him all over the world • read about four countries where Christians are sharing the news of Jesus • discuss why it may be hard for people in some countries to be followers of Jesus. 	Matthew 28:18–20; Various passages
13	To help students identify what causes anger and to help them understand different ways to respond. To encourage students to see how God can help his people in managing their feelings of anger.	<ul style="list-style-type: none"> • identify different emotions in some anger-producing situations • investigate Jesus' display of anger in the temple • discuss some Bible passages about anger • begin to understand different ways they can deal with anger. 	Matthew 21:12–13; Ephesians 4:26
14	To encourage students to understand Jesus' example and words to his followers that they are to love each other. To explore the implications for everyday relationships with others.	<ul style="list-style-type: none"> • discuss some approaches to relationships as found in contemporary media • read and explore the account of Jesus washing his disciples' feet • paraphrase Jesus' words to his followers about 'washing one another's feet' • identify some relationship issues children their age encounter in their own lives • discuss how the principle of showing love might be applied to some everyday situations. 	John 13:1–17
15	To help students understand that Jesus' followers are called to help those in need.	<ul style="list-style-type: none"> • know the gospel message of God's kindness towards us • understand that the Bible teaches that Christians are to show kindness towards others • recognise the importance of helping others who are in need • reflect on opportunities they might have to care for those in need. 	Matthew 5:16; Ephesians 5:1–2; James 2:14–17
16	To encourage students to see what it looks like to pray and trust God when stressed and worried.	<ul style="list-style-type: none"> • identify what might make them feel stressed and strategies they use to deal with stress • understand from the Bible that God wants people to bring their problems and worries to him • read about a Christian athlete's approach to problems and stress • list characteristics about God which show he is trustworthy • identify helpful strategies for dealing with stress. 	Psalms 34, 55 and 62; Matthew 11:28

17	To help students understand that the Bible teaches that God wants his people to care for his creation, and that it will be restored through Jesus who is Lord of all.	<ul style="list-style-type: none"> • list different environments and discuss why many are spoiled and imperfect • read Bible passages and paraphrase what they say about creation • express a personal response to what the Bible says about creation • suggest practical ways they can care for creation. 	Genesis 1:31, 3:17–19; Psalm 19:1–4; Mark 4:35–41; Colossians 1:15–17; 2 Peter 3:13
18	To give students an opportunity to ask their questions.	<ul style="list-style-type: none"> • express questions they may have about God, Jesus, the Bible, life, and so on • hear answers to common questions • understand that the Bible tells us that God welcomes all people, even if they have questions and doubts • have an opportunity to express answers they have for the questions of others. 	Various passages
19	To help students to see from the Bible how Christians can face their future with hope and trust in God.	<ul style="list-style-type: none"> • discuss their ideas about what the future holds • discuss some Bible passages and the significance they have for our attitude towards the future • express their own response to what the Bible says • reflect on the key things they have learnt about God this year. 	John 10:27–28; Hebrews 12:1–2; Jude 24–25