

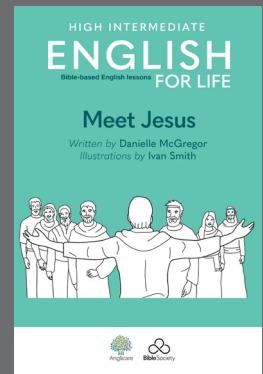


4

High Intermediate

Twenty conversation card topical lessons

Lessons lead into the Meet Jesus High Intermediate Bible lessons



English Conversation Card

Toolkit





4

High Intermediate

At the High Intermediate level, students:

- can negotiate most situations likely to arise in everyday tasks e.g. shopping and travelling
- can speak in more complex sentences on topics which are familiar or of personal interest
- are beginning to navigate more complex tasks independently e.g. renting a flat, gym membership, going to the doctor
- with support can describe experiences and events, dreams, hopes and ambitions
- with support can briefly give reasons and explanations for opinions and plans

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Version: 1.0 - June 2024



Vision

Jesus Christ honoured, lives enriched and communities strengthened

Mission

Serving people in need, enriching lives, sharing the love of Jesus

Values

We exist to share the love of Jesus and value all people as made in the image of the living God. Our faith gives us meaning, purpose, direction and hope as we seek to live lives pleasing to God. This inspires us to act with:

Integrity:

We are honest and transparent in the way we treat others and actively promote a culture of trust and respect.

Justice:

We seek fairness, equality and inclusion for all people, regardless of who they are. We honour and uphold the right to dignity and an enriching life.

Compassion:

We put empathy into action; connecting with individuals by seeking to understand their feelings, thoughts, needs and experiences.

Excellence:

We seek to exceed the expectations of those we serve and achieve the highest standards in all we do.

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About the lessons

These twenty lessons have been written to accompany the High Intermediate *Meet Jesus* lessons published in 2021.

The lessons use cards from our *Conversation Card Toolkit* and encourage conversation and learning around a topic. Each lesson contains some of the language and two to three key concepts from the Bible passage in the corresponding *Meet Jesus* High Intermediate lesson. The lessons are designed to take about one hour but you can choose all or some of the activities to suit your timeframe and group.

General tips for using these lesson plans:

- These lessons will work best if you are sitting around a table together so that the relevant cards can be displayed for everyone to see and choose.
- If you are introducing a new activity or if students are struggling to understand, *demonstrate* rather than *explain*.
- Most activities can be done in a large group or in threes/pairs.
- Whenever people share, encourage curiosity and questions from others.
- If an activity involves multiple questions, write them on the board or on a large piece of paper displayed for everyone to refer to.



Please email any suggestions or feedback to ccsresources@anglicare.org.au

Lesson 1 Places, Populations and Hometowns

Card sets:

- People and Places
- Life in Pictures



The Roman Empire

Display these place cards (Lebanon, Ukraine, Iran, Turkey, Egypt, Iraq, France, Jordan, Italy) from **People and Places**:



Say, 'These places were part of the Roman Empire during the time of Caesar (2000+ years ago).'

Invite students to describe what they see and wonder. Clarify vocabulary.

Ask, 'What regions of the world are they part of now?'
(*Europe, Middle East, Eastern Europe*)

Describe one card and invite students to guess which one it is.

Repeat with a student describing a card.

Invite students to choose a card and share what they know about the place.

Invite students to choose a place they'd like to visit and say why.

Ask, 'Do you know the population of any of these countries?' Accept responses.

Populations

Invite students to order the country cards from largest to smallest population.

Correct the order referring to the answers adjacent.

Provide population data for Egypt and Lebanon.

Invite everyone to guess the populations of the countries where the pictures are taken.

Invite students to construct sentences comparing the populations in the countries (*Egypt has more people than Italy; Lebanon has less people than Turkey etc.*)

Egypt - 113 million

Iran - 89 million

Turkey - 86 million

France - 65 million

Italy - 59 million

Iraq - 46 million

Ukraine - 37 million

Jordan - 11 million

Lebanon - 5 million

Lesson 1 Places, Populations and Hometowns (continued)

Populations (continued)

Ask what it is called when we count people in a country? (*Census*)

Display this picture from *Life in Pictures*:



Invite everyone to discuss what they see, think and wonder about the picture.

Ask, 'How many babies do you think were born in the world in 2023?' (~134 million).

Brainstorm:

- ways to announce that a baby has been born.
- places where babies sleep.
- ways to put babies to sleep.

Display the picture cards from *Life in Pictures*.

Invite students to choose a picture and share a story about their children or their childhood.

Hometowns

Say, 'Our hometown is where we were born and usually where we spent our childhood.'

Display place cards relevant to your group from *People and Places*.

Invite students to choose a card that helps them share about their hometown.

Share in pairs.

Lead into part 2:

Jesus was born in Bethlehem, part of the Roman Empire during the reign of Caesar Augustus.

Lesson 2 Kings, Wisdom and Worship

Card sets:

- People and Places
- Values and symbols
- Life in Pictures



Kings

Brainstorm kings (present and historical).

Display place cards from **People and Places**.

Ask, 'Which countries have kings?' Sort cards accordingly (king, no king, unknown).

Display word cards from **Values and Symbols**.

Invite group to agree on the five most important values for a king.

Discuss reasons for choices.

Ask, 'Why does a king need to be wise?' and discuss.

Wisdom

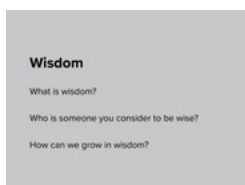
Display this wisdom card from **Values and Symbols**:



Discuss the symbol. What does it say about wisdom?

Invite students to suggest, draw and explain alternative symbols.

Display the wisdom question card from **Life in Pictures**:



Discuss answers to the questions.

Display **Life in Pictures** cards.

Invite students to choose a picture that helps them share something about wisdom.

Invite students to name a leader they think is wise.

Lesson 2 Kings, Wisdom and Worship (continued)

Worship

Write *respect, honour, devotion* on the board or on a sheet of paper.

Invite students to say what they think the words mean and discuss.

Brainstorm endings to 'Worship is.....'

Decide together on the best definition for 'worship'. (Suggestion: *to show praise and honour*)

Display people cards from ***People and Places***.

Invite student to choose a card that shows something that people worship.

Share and discuss chosen cards.

Ask, 'Is it wise to worship a leader?'

Lead into part 2:

Some people worship Jesus as the king of all people.

Lesson 3 Identity and Baptism

Card sets:

- Life in Pictures
- Values and symbols



Identity

Write *I am.....* on the board or paper.

Invite everyone to come up with as many endings to the sentence as they can.

Clarify vocabulary and brainstorm synonyms.

Ask, 'How do we get to know other people?' Accept responses.

Display the picture cards from ***Life in Pictures***.

Invite everyone to choose a card and share something about themselves.

Encourage the students to ask each other questions.

Display the word cards from ***Values and Symbols***.

Invite everyone to choose a word and talk about a time when they have seen someone show this quality.

Invite each person to choose three qualities they value.

Invite each person to share their reasons for valuing these qualities.

Baptism

Say, 'At a baptism parents or adults declare something about their child or themselves.'

Ask, 'Have you ever been to a baptism? Describe what it was like.'

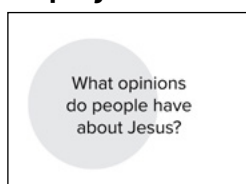
Ask, 'What do you know about baptism?'

Ask, 'Can anyone share about a ceremony in their culture?'

Say, 'Christian baptism is a sign of God's promise to forgive us and welcome us when we turn to him.'

If you feel your group is open to this depth of discussion,

Display the this card from ***Values and Symbols***:



Invite responses and discussion.

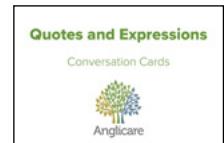
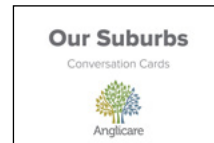
Lead into part 2:

When Jesus was baptised, God declared something about him.

Lesson 4 Our Suburbs and Our Connections

Card sets:

- Our Suburbs
- Quotes and Expressions



Our Suburbs

Display the **Our Suburbs** cards single side up.

Invite everyone to choose a card that shows things they see in their suburb.

Describe and discuss the pictures and clarify the vocabulary.

Invite students to describe their suburb.

Ask, 'How is your suburb in Australia different from your hometown?'

Discuss the difference between a suburb, a town and a region.

Brainstorm the different environments people can live in.

(urban, rural, semi-rural, regional, country, outback, bush, mountains, coast)

Flip the chosen suburb cards and clarify vocabulary.

Invite student to discuss the following questions in pairs:

What connects the six pictures on your cards?

What other pictures could be added ?

How do the six pictures connect with the single picture on the reverse side?

Invite students to name things that are light and dark in the pictures.

Ask,

1. 'How is your suburb different in the day and night?'
2. 'Do you prefer day or night in your suburb? Why?'

Lesson 4 Our Suburbs and Our Connections (continued)

Our Connections

Say, 'We all live in different places but we can connect with each other and with the world in many ways.'

Brainstorm the ways we can send and receive messages.

(conversation, phone, social media, signs, emails, etc.)

Ask, 'What are the advantages and disadvantages of these different ways to communicate?' Discuss.

Say, 'We are always giving messages in the things we say.'

Display five to ten quote cards from **Quotes and Expressions**.

Invite each student to choose a card that communicates a message they agree with.

Invite them to put the message in their own words and say why they chose it.

Discuss each of the chosen quotes inviting students to comment/agree/disagree.

Ask, 'Have you ever received an important message?'

Invite students to share stories.

Lead into part 2:

Jesus had an important message for all people everywhere.

Lesson 5 Sharing a Meal

Card sets:

- People and Places
- Values and Symbols
- Life in Pictures



Sharing a meal

Display the places cards from **People and Places**.

Invite each person to choose a country and share about a meal they have enjoyed that is eaten in that country (ingredients, flavours, aroma, circumstances etc.).

Display this card from **Life in Pictures**:



Invite everyone to describe and discuss the picture (Where? Who? Why? When? What?)

Ask, 'What are the joys and challenges of having people to your home for a meal?'

Invite everyone to share about the food they like to serve for visitors.

Invite pairs to share answers to the following questions:

Who do you get together with for meals?

When do you get together with friends or family for a meal?

If you could have a meal with anyone in history, who would you choose?

Invite each person to share, something interesting that their partner shared.

Ask, 'Is there anyone you wouldn't share a meal with? Why?'

Brainstorm the meaning of the word reputation
(name, character, esteem, how someone is thought of).

Brainstorm people who have a good/bad reputation. Discuss why.

Display value words from **Values and Symbols**.

Invite everyone to agree on 5-10 qualities that lead to a good reputation.

Collaborate to decide what the opposite word would be for each of the chosen qualities.

Invite students to describe someone they know who has one or more of these qualities.

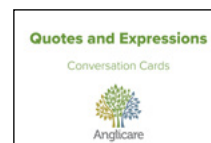
Lead into part 2:

Jesus often chose to eat with people who had a bad reputation.

Lesson 6 Fathers, Fortunes and Forgiveness

Card sets:

- Life in Pictures
- Values and Symbols
- Quotes and Expressions



Fathers

Display these two cards from *Life in Pictures* on the table.



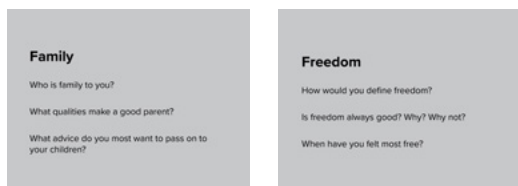
Invite the group to describe what they see.

Discuss the following:

What do you think happened before?

What might happen next?

Display the two questions cards titled **Family** and **Freedom** from *Life in Pictures*.



Allow time for everyone to read the questions and choose one they can answer.

Share answers and discuss, encouraging curiosity.

Repeat in pairs with different questions from the same cards.

Ask, 'What things get passed on from one generation to the next?'

Fortunes

Invite the group to define inheritance and share inheritance traditions in their countries.

Display the value word cards from *Values and Symbols*.

Invite students to choose five to ten values that relate to the topic of inheritance.

Invite discussion about the reasons for their choices.

Display the quote, '**The love of money is the root of all evil**' from *Quotes and Expressions*. Discuss.

Say, 'The love of money can contribute to broken relationships.'

Lesson 6 Fathers, Fortunes and Forgiveness (continued)

Forgiveness

Display the word **forgiveness** from *Values and Symbols*.



Invite the group to discuss the different ideas expressed in the symbol.

Invite the group to define forgiveness.

Ask, 'Is forgiveness hard or easy?' Encourage discussion.

Share, (if you are able), a story about forgiveness from your life.

Invite students to share stories about forgiveness (personal or otherwise).

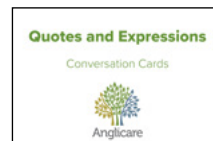
Lead into Part 2:

Jesus tells a story about a father who forgives his son.

Lesson 7 Pride, Humility and Prayer

Card sets:

- Values and Symbols
- Quotes and Expressions
- Life in Pictures



Pride and Humility

Write *pride* and *humility* as headings on separate sheets of paper.

Divide the class into two groups – one group brainstorms words related to humility, the other to pride.

Swap the sheets and have each group add to what the other group has written.

Read out the words and clarify meanings.

Flip through the **Values and Symbols** word cards. Select and display words that have been written on the sheets and any new words that the class thinks relate to pride or humility.

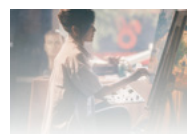
Encourage students to share times when they have seen these qualities in people.

Display the following question card from **Values and Symbols**:



Invite students to respond to the second question on the card.

Display the following cards from **Quotes and Expressions**:



Invite pairs to choose a card, discuss the quote's meaning and what it says about pride and/or humility.

Invite pairs to share their thoughts with the group.

Encourage questions and discussion.

Discuss the following:

Is there good and bad pride?

Is there good and bad humility?

Ask, 'How is prayer humble?'

Lesson 7 Pride, Humility and Prayer (continued)

Prayer

Display this picture from *Life in Pictures*:



Discuss what everyone sees, thinks and wonders about the picture.

Flip the card and allow time for everyone to read the questions.

Discuss as people feel comfortable.

Invite everyone to brainstorm other questions related to the topic of prayer.

Discuss possible answers.

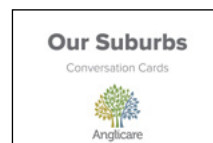
Lead into Part 2:

Jesus tells a story about two men – one humble and one proud.

Lesson 8 Love, Obedience and Sacrifice

Card sets:

- People and Places
- Our Suburbs
- Life in Pictures



Love

Display the people cards from **People and Places**.

Invite each person to choose a card that says something to them about love.

Invite students to share about the pictures on the cards they have chosen.

Write *Love is...* as a heading on the board or a piece of paper.

Collaborate to add endings to the sentence on the board/paper.

Invite students to share about someone they love or a time when they have been loved.

Ask, 'What are some examples of loving rules and boundaries?'

Obedience

Display the following cards from **Our Suburbs**:



Discuss the rules/instructions contained on each card. (*TIP: for playground card, focus on the symbols on the sign rather than trying to read the words*).

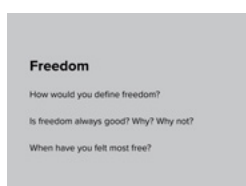
Flip the cards and add to your list of rules and instructions.

Discuss what might happen if people don't obey the instructions.

Invite more examples of good rules.

Ask, 'Where do our rules and values come from?' Accept response and encourage discussion.

Display the **Freedom** question card from **Life in Pictures**.



Invite responses and encourage discussion.

Say, 'Sometimes love can involve sacrifice.'

Lesson 8 Love, Obedience and Sacrifice (continued)

Sacrifice

Clarify together, the meaning of the word sacrifice.

Ask, 'Have you ever made a sacrifice for someone you love?'

Display the people cards from ***People and Places***.

Invite everyone to choose a card that says something about sacrifice.

Share ideas and stories.

Invite volunteers to share a time when they have made a sacrifice, or when someone has made one for them.

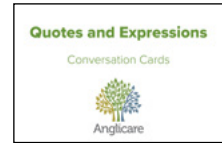
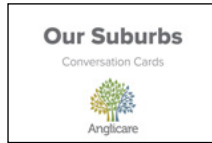
Lead into Part 2:

Jesus' love for us involves great sacrifice.

Lesson 9 Homes and Environments

Card sets:

- Our Suburbs
- People and Places
- Quotes and Expressions



Homes

Display the following cards from *Our Suburbs*.



Discuss the following, clarifying vocabulary as you go:

What can you see?

What materials are these homes built with?

What is important when building a house or building?

Flip this card and draw out more answers to the above questions.



Invite students to share about the homes they have lived in.

Invite those who have built or renovated their own home to share about the experience.

Environments

Ask 'In what different places (environments) can homes be built?
(*coast, desert, rainforest, city etc.*)

Ask, 'What are the positives and negatives (pros and cons) of each of these environments?'

Display the place cards from ***People and Places***.

Invite students to collaborate to sort the cards into three piles:

Easy to build here

Hard to build here

Impossible to build here

Discuss the reasons for their choices.

Continued...

Lesson 9 Homes and Environments (continued)

Environments (continued)

Define 'natural disaster' together and brainstorm examples.

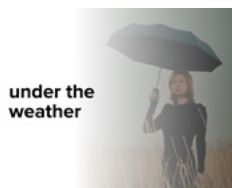
Invite students to choose a country where a natural disaster has occurred in our lifetime.

Encourage sharing and discussion.

Invite volunteers to share about a time they have experienced a natural disaster.

(If you think this might raise traumatic memories for students, skip this step.)

Display the 'under the weather' expression from **Quotes and Expressions**.



Discuss the meaning of the expression and similar expressions in students' languages.

Say, 'Sometimes we use the language of a storm to describe difficult times in life.'

Share, if you feel able, a 'life storm' you have weathered/come through.

Invite volunteers to share about a 'life storm' they have weathered/come through.

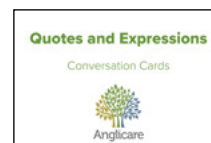
Lead into Part 2:

Jesus tells a story about two homes built in very different places.

Lesson 10 Teaching and Learning

Card sets:

- People and Places
- Quotes and Expressions



Teaching and Learning

Display the people cards from ***People and Places***.

Invite everyone to point to things that stand out to them in the pictures and build vocabulary (I see...).

Invite each person to choose a card that shows something about teaching or learning.

Clear the other cards away and display only the chosen cards.

Describe the pictures on one of the cards until someone identifies the card correctly.

Give the card to the person who guessed correctly. Repeat until all the cards have been distributed. Redistribute the same cards evenly to pairs.

Invite pairs to do the following activities for each of their cards:

Discuss what the pictures say about teaching or learning.

List things that connect the pictures.

What are the differences between the pictures?

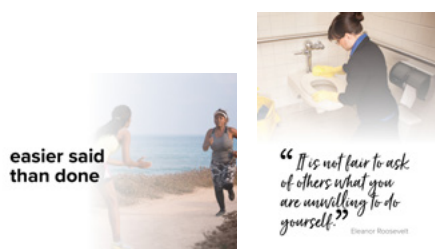
Is there one picture that doesn't belong? Why?

Create a story from some or all of the pictures about teaching and/or learning.

Invite pairs to share their stories with the whole group.

Invite everyone to share about a person from their life who has taught them something important.

Display these cards from ***Quotes and Expressions***.



Divide into two groups and give one card to each group.

Explain and discuss the quote as a group.

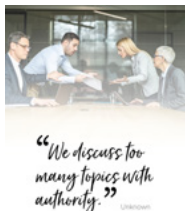
Invite students to agree or disagree and give their reasons.

(Groups can swap quotes and repeat the activity if time.)

Lesson 10 Teaching and Learning (continued)

Teaching and Learning (continued)

Display this card from *Quotes and Expressions*.



Explain and discuss the quote as a group.

Invite students to agree or disagree and give their reasons.

Discuss the following:

Is there good and bad authority?

Who has authority in our lives?

Whose authority should we accept?

How important are words and actions for someone in authority?

Lead into part 2:

Jesus teaches with authority and shows his authority in what he does.

Lesson 11 Asking for help

Card sets:

- People and Places



People who help

Display these people cards from *People and Places*:



Invite everyone to point to things that stand out to them in the pictures and build vocabulary (I see...).

Brainstorm the different ways the people in the pictures are helping.

Focus on this card, and collaborate to name the service providers, building vocabulary around the services they offer.



Discuss how to ask for help from each of the service providers.

Invite students to share stories of their interactions with these service providers.

Invite pairs to roleplay conversations to ask for help from one of the service providers.

Focus on this card, and collaborate to name the service providers, building vocabulary around about the situations they can help with.



Discuss how to ask for help from each of the emergency service providers.

Invite students to share stories of their interactions with these service providers.

Invite pairs to roleplay conversations to ask for help from an emergency service provider.

Lesson 11 Asking for help (continued)

Asking for help

Focus on this card, and invite everyone to describe what they see, think and feel.



Ask, 'What do you wonder?'

Invite pairs to create a story around one of the pictures on the card.

e.g. what has happened, what might happen next, what help might be needed.

Invite everyone to share about a time when they have seen or experienced one of the situations pictured.

Ask, 'What sort of help might be needed in these situations?'

Lead into part 2:

We're going to read about someone who desperately needed help.

Lesson 12 Weather

Card sets:

- Life in Pictures
- People and Places



Weather

Brainstorm weather language

(include vocabulary about storms – wind, lightning, thunder, rain, hail).

Invite discussion about the weather today and over the past week.

Discuss the weather forecast for tomorrow.

Ask, 'What is your favourite weather?' Accept responses.

Invite people to share about a time when they experienced extreme weather *(heatwave, freezing, snow).*

Display this card from ***Life in Pictures***:



Ask the following questions and accept responses:

What do you see?

What do you feel?

What do you hear?

Invite students to share about a time they have seen or been in a storm.

Say, 'Storms over the ocean can be frightening, especially if you are in a boat.'

Display the following cards from ***People and Places***:



List the types of boats in the pictures.

Brainstorm other types of boats and use pictures from your device, sketches and mime to clarify vocabulary.

(fishing boat/trawler, tugboat, dinghy, cruise ship, lifeboat, sailing boat, canoe, kayak, ferry, houseboat, yacht, catamaran, speed boat, inflatable boat, glass bottom boat)

Continued...

Lesson 12 Weather (continued)

Weather (continued)

Ask, 'Why do people travel in boats?' Accept responses.

Invite pairs to share with each other about a time when they have travelled in a boat.

Invite each person to share with the whole group, a summary of what their partner shared.

Invite different pairs to choose a type of boat (allow time).

Say, 'Imagine you are in this boat when a storm comes.'

Invite them to talk about what might have happened before, during and after the storm.

Lead into part 2:

Ask, *'Does anyone have power over the weather?'*

Lesson 13 Picnics and Gatherings

Card sets:

- People and Places
- Life in Pictures



Weather

Brainstorm words and phrases related to picnics and write them on the board or a large sheet of paper.

Display all or some of the place cards from **People and Places**, keeping the picture of Uluru aside.

Invite pairs to choose a card and plan a picnic in that place or in the country where the picture was taken. Remove the other cards from the table.

Allow pairs time to note down and number their answers to the following questions:

1. What food would they take?
2. What else would they need to bring?
3. What activities would they enjoy during the picnic?
4. What are some good things about a picnic in this place? What are some challenges?

Inform pairs you will be collecting their answers soon to read out for a guessing game.

Collect the cards and display them on the table.

Collect the notes that pairs have taken and shuffle them.

Read them aloud and invite the students to guess which place they are about.

Display the picture of Uluru.



Invite everyone to describe what they see.

Ask, 'What would you need for a picnic at Uluru?' Accept responses (*suncream, water, insect repellent etc.*)

Ask, 'Have you ever been to a picnic in Australia?'

Invite those who have, to share what it was like. In what ways was it different from gathering with friends in their country?

Play the memory game 'I'm going on a picnic and I'm taking a...' Go around the class with each person remembering the items before them and adding their own to the list.

(An easier version of this activity is to just remember the item before yours.)

Lesson 13 Picnics and Gatherings (continued)

Gatherings

Say, 'We often gather with people around food.'

Display the Food question card from *Life in Pictures*.



Invite everyone to discuss their answers to the questions. Encourage curiosity and further questions.

Flip the Food card and have everyone describe what they see, think and wonder.

Ask, 'Has anyone ever grown their own food?' Invite those who have, to share.

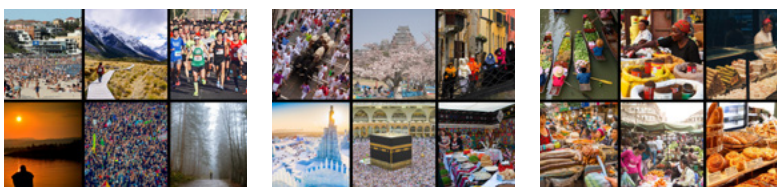
Share recipes for feeding large groups.

Display the crowded beach picture card from *Life in Pictures*.



Discuss what students see, think, wonder, imagine, feel and hear.

Display these people cards from *People and Places*.



Discuss where and why the crowds have gathered in these pictures.

Ask, 'When have you been in a crowd?' 'Do you like crowds?'

Brainstorm how we can feel in a crowd
(*stressed, energised, lost, lonely, squashed, overwhelmed etc.*).

Lead into part 2:

One day, Jesus fed a large group of people with a very small amount of food.

Lesson 14 Family, Hopes and Dreams

Card sets:

- People and Places
- Life in Pictures



Family, Hopes and Dreams

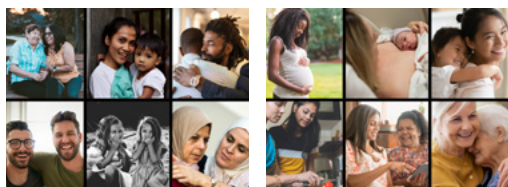
Ask, 'What names do you know for different family members (*mother, father, brother, sister etc.*)?'

Ask, 'Do you know the English word starting with 's' for brothers and sisters?' (*siblings*).

Share about your siblings if you have them.

Invite those who have siblings to share about their siblings.

Display these cards from **People and Places**:



Invite students to take turns pointing to and describing one of the pictures.

Invite everyone to choose a picture that contains two people and imagine they are siblings.

Model a story about the siblings in one of the pictures and invite the group to guess which one it is.

e.g. These siblings are women, so they are sisters. One sister's name is Mahnaz. The other one is called Jila. Mahnaz is older than Jila. Mahnaz is sad because her daughter lives a long way away. She misses her. Her younger sister, Jila, is comforting her.

Invite students to take turns telling a story about the picture they have chosen while others guess which one it is. (*Ask them to listen to the whole story before they guess*).

Say, 'Many families have hopes and dreams.'

Write the word 'hope' on the board or on paper.

Invite everyone to brainstorm sentences containing the word hope.

Ask, 'What is hope?' Accept responses.

Wanting something to happen or believing something will happen in the future.

Display the picture cards from **Life in Pictures**.

Invite everyone to choose a card that allows them to share about something their family hopes for.

Lesson 14 Family, Hopes and Dreams (continued)

Family, Hopes and Dreams (continued)

Display these question cards from *Life in Pictures*:



Invite everyone to choose a question they can answer.

Allow thinking time.

Invite students to share their answers.

Lead into part 2:

We're going to read about some sisters who hope for something that seemed impossible.

Lesson 15 Celebrations and Traditions

Card sets:

- Life in Pictures
- Values and Symbols



Celebrations

Brainstorm different celebrations.

Display this picture from *Life in Pictures*:



Invite everyone to describe what they see, think and wonder.

Invite each person to put themselves into the picture and say where they are and what they are doing.

Say, 'We often celebrate over a meal.'

Ask, 'Do you ever do anything special before, during or after a meal?' Accept responses. (*pray, share stories, sing, bon bons, gifts, questions, poetry, play games etc.*)

Invite pairs to tell each other about a meal they have had recently with family or friends.

Invite each person to share with the group, what their partner told them.

Traditions

Discuss the following:

What are some traditions in our families, cultures, friendship groups?

Why do we create and keep traditions?

(*to honour someone or something, remember, communicate something important etc.*)

Ask, 'What are some symbols we use in our traditions?'

(*dragon, zodiac symbols, Christmas tree etc.*)

Say, 'Symbols can also be used to communicate an idea or message.'

Cover the words (with paper and blue-tac) so that you just display the following symbols from *Values and Symbols*:



Lesson 15 Celebrations and Traditions (continued)

Traditions (continued)

Invite each person to choose a symbol and describe it.

Discuss what the symbol might mean.

Brainstorm on the board or paper, one word for each symbol (i.e. What does it symbolise?).

Reveal the word on each card one by one and discuss whether the group thinks it is a good match.

Invite everyone to choose one or two of the words and draw their own symbol.

Invite everyone to share and explain their drawings.

Invite everyone to share common symbols in their countries.

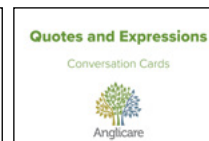
Lead into part 2:

Jesus used symbols in a special meal to communicate an important message.

Lesson 16 History and Sacrifice

Card sets:

- People and Places
- Values and Symbols
- Life in Pictures
- Quotes and Expressions



History

Draw a horizontal timeline across the board or a large piece of paper.

Invite students to share important events in history.

Write the events on the timeline as they share.

Display the place cards from **People and Places**.

Invite each person to add to the timeline, an event that has occurred in one of the countries pictured. (*Google may be your helper here.*)

Ask, 'Can anyone tell us more about one of the events on our timeline?' Accept responses.

Invite students to share about important events in their own lives.

Ask and discuss:

How do we learn about history?

How do we know whether the information we have is true?

Display the following quotes from **Quotes and Expressions**:



"Don't let yesterday take up too much of today."
Will Rogers



"Things never happen the same way twice."
C.S. Lewis

Invite students to...

... explain the quote.

... agree or disagree and give reasons.

... think of a similar quote.

... tell a story from their life that goes with the quote.

Say, 'Many events in history have involved sacrifice.'

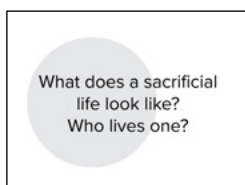
Lesson 16 History and Sacrifice (continued)

Sacrifice

Collaborate to define the word sacrifice. (*This was also discussed in Lesson 8.*)

Ask, 'Can you think of a story in history about sacrifice (*world or personal*)?'

Display the following question cards from **Values and Symbols**:



Invite discussion.

Display some or all of the pictures from **Life in Pictures**.

Invite each person to choose a card that helps them say something about sacrifice.

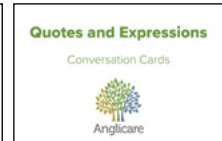
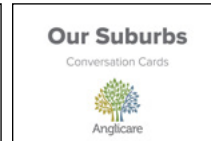
Lead into part 2:

We are going to read about the greatest sacrifice in history.

Lesson 17 Guilt, Innocence and Law

Card sets:

- Values and Symbols
- Life in Pictures
- Our Suburbs
- Quotes and Expressions



Guilt and Innocence

Discuss the meaning of guilt and innocence as a group.

Brainstorm well known criminals.

Ask, 'Is anyone completely innocent (good/perfect)?' and encourage discussion.

Display the justice and freedom word cards from **Values and Symbols**.



Collaborate to define the words.

Display the ethics question card from **Life in Pictures**.



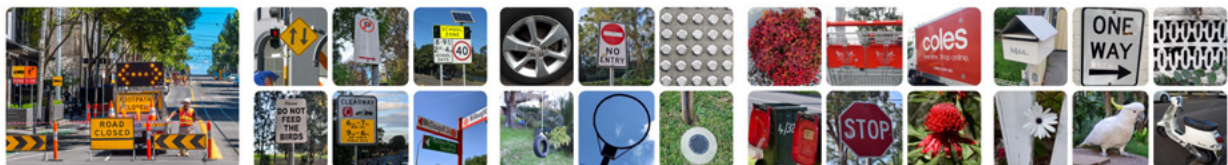
Discuss answers to the questions.

Invite pairs to share stories from their life about justice and/or freedom.

Invite each person to share with the group, one or two interesting things that their partner shared.

The Law

Distribute the following picture cards from **Our Suburbs** between small groups:



Lesson 17 Guilt, Innocence and Law (continued)

Law (continued)

Invite groups to look at the pictures on both sides of their cards and...

...list the Australian laws shown in the pictures.

...compare these Australian laws with laws in their countries.

...make a list of good laws and bad laws.

Invite groups to share their lists of good and bad laws with the whole group.

Display the following expressions from **Quotes and Expressions**.



Discuss...

...what the expressions mean.

...situations where they might be used.

...similar expressions in students' languages.

...how the message in these expressions might be important in a court of law.

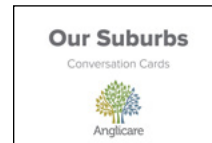
Lead into part 2:

Today we will read about guilt, innocence and forgiveness.

Lesson 18 Lost and Found

Card sets:

- Our Suburbs
- People and Places



Lost and Found

Ask, 'What things do we often lose?' (*keys, phone, glasses, etc.*)

Ask, 'What can we feel when we lose something important?'

(*shock, disappointment, disbelief, sadness, grief etc.*)

Clarify the meaning of the emotions as you go.

Display the **Our Suburbs** cards (side with multiple pictures to a card).

Invite everyone to choose a card that reminds them of something they have lost.

Encourage everyone to share their stories and ask each other questions.

Ask, 'What can we feel when we find something important?'

(*excitement, relief, surprise, happiness, joy etc.*)

Clarify the meaning of the emotions as you go.

Invite everyone to choose a card that reminds them of something they have found.

Encourage everyone to share their stories and ask each other questions.

Display these two place cards from **People and Places**:



Say, 'Here are two places that have been lost and rediscovered.'

Invite the group to...

...describe the environment.

...name the place and country.

...name the capital of the country where the picture was taken.

...name the languages spoken in that country.

Ask if anyone has visited these places and if so invite them to share their experiences.

Invite students to share information they know about the structures pictured.

Lesson 18 Lost and Found (continued)

Lost and Found (continued)

Read the Al-Kazneh text below slowly three times.

Invite small groups to collaborate to write down what they remember.

Invite them to share their summaries and work together to reconstruct the text accurately.

Repeat with Machu Picchu text.

Al-Kazneh (Petra) *was carved out of a sandstone rock face. It was built at the beginning of the 1st century to house tombs. It was abandoned after the 8th century and unknown to the wider world until 1812.*

Machu Picchu *was built in the middle of the 15th century as a royal estate for the first Inca emperor. It took 30 years to build. It was abandoned less than 100 years later and unknown to the wider world until 1911.*

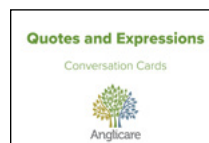
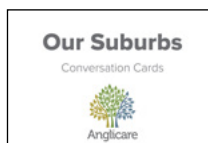
Lead into part 2:

We're going to read about some women who find someone they thought was lost.

Lesson 19 Giving and Following Instructions

Card sets:

- Our Suburbs
- Quotes and Expressions
- People and Places



Giving and Following Instructions

Display 10-15 single picture cards from **Our Suburbs**.

Give a variety of instructions to direct the students to interact with the pictures (*point to a... point to something that is green, find three... How many... find something starting with... etc.*).

Flip the cards.

Invite students to give similar instructions to the group. (*This could also be done in pairs.*)

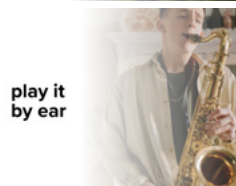
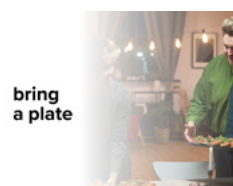
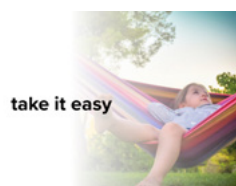
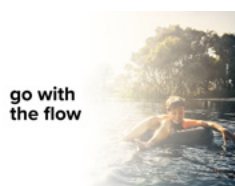
Invite pairs to stand up and give each other instructions about actions to perform and places to move to around the room, e.g. 'Stand near the door.'

Say, 'These have been simple instructions. What are some important instructions you have been given in your life?'

Share responses and encourage everyone to ask each other questions.

Giving and Taking Advice

Display the following expression cards from **Quotes and Expressions**:



Ask, 'What type of words do these expressions start with? (*verbs*)

Ask, 'When do we start a sentence with a verb?' (*when we are giving advice or instructions*).

Ask, 'Is advice different from instructions?' Encourage discussion. (*Advice is a recommendation or suggestion. Instructions are more specific directions or commands*).

Lesson 19 Giving and Taking Instructions (continued)

Giving and Taking Advice (continued)

Ask, 'Is advice different from instructions?' Encourage discussion
(e.g. *taking advice may be optional, following instructions more directive*).

Distribute the above expression cards between small groups.

Invite groups to...

...discuss the meaning of their expression.

...put it in their own words.

...think of a similar expression in their heart languages.

...tell a story from their imagination or life that goes with the expression.

Ask, 'Which one of these expressions is an instruction?' (*bring a plate*)

Invite students to share some good advice they have been given in their life.

Ask, 'If you could only give three pieces of advice to the next generation, what would they be?'

Display five to ten people cards from ***People and Places***.

Invite students to choose someone in one of the photos and say what advice they would give them.

Lead into part 2:

We're going to read about an important command Jesus gives his followers.

Lesson 20 Hellos and Goodbyes

Card sets:

- Life in Pictures



Hellos

Invite everyone to think of a person they are close to and recall the time they first met.

Invite everyone to share about it

(Where? When? Why? What did they think, wonder, imagine, feel?)

Brainstorm expressions for saying 'hello' in English and practise using them.

Invite students to share how to say 'hello', formally and informally, in their languages.

Encourage everyone to practise saying 'hello' in each other's languages.

Display this picture from *Life in Pictures*:



Explain that you are going to make up a story together by saying one sentence each about this picture. It must include what came before, what is happening now and what will happen in the future.

Begin the story with one sentence (*e.g. When Kim saw the message on her phone she laughed aloud.*).

Invite each person to build on the story by adding a new sentence. Go around the group as many times as necessary to complete the story.

Goodbyes

Note: *Treat this topic with sensitivity and skip or adapt if you think it will be too difficult for your students.*

Brainstorm expressions for saying 'goodbye' in English.

Invite students to share how to say 'goodbye', formally and informally, in their languages.

Encourage everyone to practise saying 'goodbye' in each other's languages.

Invite the group to brainstorm different reasons why people move away from friends and family.

Lesson 20 Hellos and Goodbyes (continued)

Goodbyes (continued)

Display this picture from *Life in Pictures*:



Invite discussion about what might be happening in the picture.

Invite everyone to share about a time when they had to say goodbye to friends or family at an airport.

Display the picture cards from *Life in Pictures*.

Invite everyone to choose a card to help them describe their experience of living away from friends and family.

Reunions

Collaborate to define the words reunion (n) (*when people come together again after some time*) and reunite (v) (*to come back together again*) and use each of them in a sentence (e.g. *Soon I will reunite with my brother after 4 years. Last week I attended a family reunion.*)

Invite students to share about...

...a time when they were reunited with someone, and/or

...a person they are looking forward to being reunited with one day.

Invite volunteers to share about a family, friend or school reunion they have attended.

Ask, 'If you could be reunited with anyone in your life, who would it be and why?' Accept responses.

Display this picture from *Life in Pictures*:



Invite people to say what they see, think and wonder?

Flip the card.

Invite everyone to answer the questions about change.

Lead into part 2:

We're going to read about an important command Jesus gives his followers.