

Grades

Pre to 6

History & Social Studies

Unit 11

“Australian Federation to World War 2 (& Cooperation)”



‘Opening of the first Parliament of Australia’ by artist Tom Roberts

History & Social Studies (Prep to Grades 6)

“Australian Federation to World War 2 (& Cooperation)”

SUMMARY:

This term we explore what life was like in Australia in the lead up to ‘Federation’, and becoming our own nation. Each week has three lessons. The lessons cover History, & Social Studies (ie., Geography and Citizenship) as well as an underlying character training focus on ‘Cooperation’. The theme of cooperation is weaved into the lessons by looking at how the States cooperated in joining for Federation; cooperation of people in building towns and community life; respectful cooperation at sacred sites; cooperation within the family; members of the Body of Christ cooperating together to achieve God’s purposes; and cooperating with others when doing a group project requiring teamwork. Reflection questions and activities are adjusted for three levels of maturity (F-2; 3&4; 5&6).

RESOURCES:

All the information you need is included within the informational story in each lesson plan.

The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities). It is also helpful to have a good **dictionary**.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- To be advised

Prior to starting each week, review the recommended resources.

Contents

Week	Description	Page
Week 1	Australian Federation	
Week 2	Australian States & Regions & Civic Life	
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Week 5	Sacred Spaces & Memorials	
Week 6	Family & Identity	
Week 7	The Church as the Body of Christ	
Week 8	Cooperation Teamwork Project [These activities could be completed during weekly or fortnightly homeschool co-op meetings]	
Week 9		
Assessment		

Links to Australian Curriculum V.9

The course structure is listed here...

Week 1: Australian Federation

1. Australian Society in 1900 (AC9HSFS05; AC9HS3K01; AC9HS4K09; AC9HS5K07)
2. The lead-up to Federation (AC9HS6K01; AC9HSFS05; AC9HS2S06; AC9HS4S07)
3. Federation & After Federation (AC9HSFS05; AC9HS2S06; AC9HS4S07; AC9HS5K06; AC9HS6K02)

Week 2: Australian States & Regions & Civic Life

4. Citizens and Community Helpers (AC9HS1K04; AC9HS2P06; AC9HS3K07; AC9HS4K08; AC9HS5K07; AC9HS5H02)
5. Your Town (AC9HSFS01; AC9HSFS02; AC9HSFS03; AC9HSFS04; AC9HSFS05; AC9HS1K03)
6. States & Regions (AC9HS2K03; AC9HS3K03; AC9HS3K04)
Extra Lesson Why Do We Have Laws & Rules? (AC9HS4K07; AC9HS3K06; AC9HS1S06; AC9HS3K06; AC9HS4S07; AC9HS6S07)

Week 3: Our Australian Democratic System

7. Our Westminster System (AC9HS6K06; AC9HSFS05; AC9HS2S06; AC9HS4S07)
8. Three Levels of Government (AC9HS2S06; AC9HS3S07; AC9HS6K07)
9. Democracy & Elections (AC9HS2S06; AC9HS3S07; AC9HS5K06; AC9HS6K06)

Week 4: Australia in Relation to Asia

10. The Story of Quong Tart (AC9HSFS05; AC9HS2S06; AC9HS4S07; AC9HS5K03)
11. Australia & Asia (AC9HS6K04; AC9HS6K05) (include an activity to draw a map of the route that Quong Tart sailed to China and back in 1881)
12. Experiences of Asian Migrants (AC9HS2S06; AC9HS3S07; AC9HS5K03; AC9HS6K03)

Week 5: Sacred Spaces & Memorials

13. Church Buildings & Art Galleries (AC9HSFS03; AC9HS2K01)
14. Concerts, Libraries & Funerals (AC9HSK01; AC9HS5S07)
15. The ANZACS (AC9HS1S02; AC9HS2K01; AC9HS3K02)

Week 6: Family & Identity

16. Your Family (AC9HSFK01; AC9HS1K01; AC9HS1K02; AC9HS2K02)
17. Your Personal Identity (AC9HP2P01; AC9HP2P05)
18. Gifts and Talents (AC9HPFP01; AC9HP2P01; AC9HP6P01)

Week 7: The Church as the Body of Christ

19. What is the Church (AC9HSFK02; AC9HS1S04; AC9HS2K01; AC9HS3K02; AC9HS4K09;
20. Church as the Body of Christ (AC9HS2K01; AC9HS4K09; AC9HS6S07)
21. Your place in the Body of Christ (AC9HPFP01; AC9HP2P01; AC9HS4K09; AC9HP4P05; AC9HP6P01)

Week 8: Cooperation Teamwork Project

[Note: These activities could be completed gradually throughout the term, during weekly or fortnightly homeschool co-op meetings]

22. About Cooperation & Teamwork (AC9HP2M05; AC9HP4P08; AC9HP4P10; AC9HP4M08; AC9HP4P04; AC9HP4M09)
23. Planning and Preparing Your Group Project (AC9HP2M05; AC9HP4P08; AC9HP4P10; AC9HP4M08; AC9HP4P04; AC9HP4M09)
24. Practicing and Presenting Your Group Project (AC9HP2M05; AC9HP4P08; AC9HP4P10; AC9HP4M08; AC9HP4P04; AC9HP4M09)

WEEK 1

AUSTRALIAN FEDERATION

Lesson 1 – Australian Society in 1900

Curriculum Area: HASS (History & Civics)

Target Levels: Foundation – Year 6

Theme: Cooperation

Focus: Daily life in Australian society in 1900 before Federation

A) Introduction (Parent/Tutor Instructions)

Say:

"This term we are going to learn about how people in Australia built their communities and cooperated to form a new nation. We'll start by imagining what life was like in Australia in the year 1900, just before the states joined together to become one country.

Today's lesson includes a story that helps us picture life in that time period. After the story, we'll talk about it together and do an activity to show what we've learned."

B) Informational Story – *"Sunrise in 1900: Life Before Federation"*

In the crisp morning air of a country town in New South Wales, the rooster crowed as the sun peeked over the rolling hills. Eleven-year-old Elsie pulled the blanket up under her chin and yawned. Another school day. She could already hear the clatter of her father's boots on the veranda as he fetched wood for the stove.

It was the year 1900, and though Elsie didn't know it yet, her country was on the brink of something big. Australia was not yet one nation. Each colony—New South Wales, Victoria, Queensland, South Australia, Western Australia, and Tasmania—was still governed separately. They had their own postal services, their own railways (with different-sized tracks!), and even their own military forces. But people like Elsie's parents were talking more and more about Federation—the idea that all the colonies might unite to form one country.

Elsie's town was small, just a few shops, a post office, a schoolhouse, a church, and plenty of farms surrounding it. The roads were dusty tracks, and if it hadn't rained for a while, the wind would whip up the red dirt into your eyes. Most people got around by horse and cart. A few lucky families had bicycles. There were no cars in the town yet.

Elsie and her siblings helped with morning chores before school—feeding the chickens, collecting eggs, sweeping the hearth, and bringing in wood. Breakfast was porridge and tea made over a wood stove. There was no electricity in their home, just candles and oil lamps. Water had to be pumped from the tank outside.

Her father worked as a blacksmith, fixing carts and making horseshoes. He also helped run the local cricket club and served as a volunteer fireman. “Everyone does their bit,” he always said. “That’s how a town works—we all pull together.”

At school, the Union Jack hung at the front of the classroom. Elsie and her classmates sang “God Save the Queen” and recited poetry and times tables. The teacher, Mr Andrews, was strict but fair. Boys sat on one side, girls on the other. They used slates for writing, and chalk dust always seemed to hang in the air. Each day began with a Bible reading and a prayer for the Queen.

Mr Andrews often talked about other parts of the world. Many people in the town had come from Britain or Europe. Some had even come from China during the gold rush. There was a small Chinese shop run by Mr Lee, who sold spices, silks, and even fireworks at Chinese New Year. Some adults still spoke suspiciously about immigrants, but Elsie’s mum said, “God made us all. We need to learn to live peaceably with one another.”

One day at school, Elsie heard her teacher read from the newspaper. There had been a big meeting in Melbourne. People were gathering from across the colonies to talk about making a new kind of government—a federal government that could unite the colonies while still letting each state keep some of its own rules. The children looked confused, so Mr Andrews drew a picture on the blackboard of a big circle with little circles inside it. “We’d be one country,” he said, “but still made up of states.”

At the dinner table that night, her parents were talking about it too. “It’ll be better if we’re united,” her father said. “We’ll have one defence force, one set of trade rules, one railway system. Less confusion.”

“But will small towns like ours have a say?” her mother asked. “Or will all the power go to Sydney and Melbourne?”

Elsie listened quietly. She didn’t understand all the details, but she understood this: people were learning to cooperate. The colonies would have to agree, talk it out, compromise. It was like when her family built the hay shed—each person had to take a role, follow the plan, and work together. The whole town helped, from the carpenter down the road to the church ladies who brought lunch.

Sunday was her favourite day. The family walked to church, dressed in their best. The service was held in a small timber building with open windows to let in the breeze. The minister read from the Bible and reminded the people to look out for the poor, care for widows and orphans, and to love their neighbours as themselves. After church, people stayed and talked, shared news, and even traded vegetables or eggs. It was a weekly gathering that brought the town together.

Elsie had never been to the city, but she’d heard it was full of shops, factories, and even trams! One of her cousins lived in Melbourne and had written to say that people there were very excited about Federation. There were talks of a new constitution, a national flag, and even choosing a national capital that wasn’t part of any existing state. Her cousin had also seen the new Parliament House being planned—something Elsie found hard to imagine.

By the end of the year, Elsie’s school had a special parade. The students marched around the school grounds with paper flags. Mr Andrews gave a short speech about the importance of unity. “A united Australia,” he said, “will be a stronger Australia. We may come from different states, but we are one people.”

As Elsie marched, she imagined a future where every child in Australia felt part of the same big family. She didn’t know all the details, but she understood this: working together was better than working apart.

C) Narration Activity Tutor/Parent:

Ask your child(ren) to retell the story in their own words. Say: “Can you tell me about Elsie’s life in 1900? What do you remember most? What was different back then compared to now?”

D) Reflection Questions

For F–2:

- What kind of transport did Elsie’s family use?
- What chores did Elsie do each morning?
- How did people help each other in Elsie’s town and at church?

For Years 3–4:

- What were some of the differences between the colonies before Federation?
- How was Elsie’s school and community different from today?
- What does the story teach us about cooperation?

For Years 5–6:

- What were the challenges of running separate colonies (e.g., transport, trade, defence)?
 - How did Federation help create unity while respecting differences?
 - How does the story reflect Christian values like unity and serving one another?
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E) Activity – “1900s Then and Now”

Instructions (Tutor/Parent):

Say:

“Let’s explore what life was like in 1900 by comparing it with today.”

For F–2:

- Draw two pictures: one of a home in 1900 and one of your home today.
- Label at least 4 things that are different (e.g., cooking, lighting, transport, chores).

For Years 3–4:

- Create a comparison chart with two columns: 1900 and Today.
- Use these headings: School, Transport, Daily Life, Jobs, Communication.
- Write one to two sentences under each heading.

For Years 5–6:

- Write a two-paragraph report titled: “Federation and Cooperation in 1900.”
 - In the first paragraph, explain 3 reasons why Federation was seen as important.
 - In the second paragraph, describe how people in small towns like Elsie’s showed cooperation through church, school, and community life.
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F) Biblical Connection – Working Together as One

Say:

“Just as the Australian colonies needed to cooperate to become one nation, the Bible tells us that believers are part of one Body. In 1 Corinthians 12:12 it says:

‘Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.’
God wants His people to work together—to support, love, and serve each other, like the parts of a body working in unity.”

Optional Verse to Read Together:

- 1 Corinthians 12:12–27

Lesson 2 – The Lead-Up to Federation

Curriculum Code: AC9HS6K01

Topic: How key figures, events and ideas led to Australia’s Federation and Constitution

Christian Theme: Cooperation – working together for a common good

Target Year Levels: F–2, Years 3–4, Years 5–6

A) Introduction (Tutor/Parent Instructions)

Say:

“In our last lesson, we imagined what life was like in Australia in 1900. Today, we’ll learn about the events and people that helped bring all the separate colonies together to become one nation.

This happened through something called *Federation*. You’ll hear how different leaders and communities had to cooperate, compromise, and work hard to unite Australia under one constitution.”

B) Informational Story – “*One Nation: How Australia Came Together*”

In the late 1800s, the six colonies of Australia—New South Wales, Victoria, Queensland, South Australia, Western Australia, and Tasmania—were like six siblings living in the same house, but each making their own rules. They had their own railway systems, postal services, police forces, and even customs borders. If someone wanted to travel from Melbourne to Sydney, they’d need to stop at the border, declare goods, and sometimes pay extra taxes! It was confusing and inefficient.

Many people began to ask, “Wouldn’t it be better if we worked together?”

One of the people asking that question was Sir Henry Parkes, the Premier of New South Wales. In 1889, Parkes gave a famous speech at Tenterfield where he said that it was time to unite the colonies into one nation. He reminded people that they shared a common language, a common history, and a common loyalty to the British Crown. Most importantly, they shared a common land—and it was time to govern it together.

Parkes wasn’t the only one who wanted Federation. Other leaders like Alfred Deakin, Edmund Barton, and Samuel Griffith believed the same. They saw that the colonies would be stronger and more secure if they joined forces. But Federation wouldn’t happen overnight. It needed planning, cooperation, and a lot of discussion.

In the early 1890s, representatives from the colonies came together for a series of Federation Conventions. These meetings were held to discuss how a new national government could work. They had to figure out many important details:

- How power would be shared between the national and state governments.
- How laws would be made and enforced.
- How smaller states like Tasmania could get a fair say, even though places like New South Wales and Victoria had larger populations.

It wasn’t easy. There were strong opinions and many arguments. Some colonies were afraid they would lose control over their local affairs. Others wanted better guarantees for fair trade and transport. Still, the leaders kept talking, kept praying (many were Christians), and kept working to find a solution. They realised they would need to compromise to achieve something great.

In 1891, the first draft of the Australian Constitution was written. It was based on ideas from Britain and America, but adapted for Australian needs. However, not all the colonies agreed with the draft, and the momentum slowed. For several years, the idea was put aside while leaders focused on their own colony's problems. But the dream of Federation didn't die. Supporters like Barton and Deakin continued to speak, write, and persuade others to keep the vision alive.

By 1897, a new series of conventions was held. This time, the people would have a say. Each colony held a **referendum**—a special vote where people could say “yes” or “no” to the idea of Federation. In New South Wales and Victoria, the “yes” votes won quickly. In South Australia and Tasmania, most people agreed too. But Western Australia hesitated. Many people in WA felt too far away and too different to join a federation led by the eastern colonies. It would take more time and encouragement before they agreed.

Queensland also had delays, but eventually all six colonies chose to come together.

In 1900, a group of Australian leaders travelled all the way to London. Because Australia was still part of the British Empire, the new Constitution needed the approval of the British Parliament. There, Queen Victoria signed the **Commonwealth of Australia Constitution Act**. This meant that on January 1st, 1901, Australia would become a self-governing nation under its own laws, while still being part of the British Empire.

Back in Australia, excitement grew. Schools prepared special lessons, towns planned parades, and children rehearsed songs. Plans were made for a grand celebration.

January 1st, 1901, became Federation Day.

People gathered in Sydney's Centennial Park. A huge crowd came to watch as the first Governor-General, Lord Hopetoun, took his oath. Edmund Barton was sworn in as the first Prime Minister. There were parades, choirs, cannon blasts, and waving flags. Across the country, even in small towns, people held their own celebrations—baking special cakes, waving handmade flags, and listening to speeches about unity and pride.

One girl watching the celebrations in a town near Adelaide wrote in her diary:

“Today we marched through the streets with coloured ribbons. I waved a flag of red, white, and blue. Father says this is history in the making. I hope one day we can visit other states without so much fuss at the borders.”

Though it had taken more than a decade, Australia was now one Commonwealth, made up of six cooperating states. The new federal government would handle national matters like defence, immigration, foreign affairs, and trade. States would still run schools, police, hospitals, and roads. It was a system of shared responsibility that balanced unity with independence.

Of course, Federation didn't solve all problems. Many groups, including **Aboriginal Australians**, were excluded from the vote and not represented in the new Constitution. Women could only vote in some colonies. These issues would take decades more to change. But for many settlers and leaders, Federation was a hopeful step—a demonstration of how cooperation, patience, and a shared dream could bring about something new and better.

The story of Federation reminds us that big things can happen when people listen to one another, work together, and refuse to give up. It is a story of leadership, determination, and the courage to believe in a common future.

C) Narration Activity

Say: “Can you tell me how Australia became one nation? Who were some of the leaders who helped make it happen? What did they have to do to convince everyone?” Let the child retell the story in their own words. Use prompting if needed.

D) Reflective Thinking Questions

F–2:

- What is a Federation?
- Who was Sir Henry Parkes?
- What happened on Federation Day?
- Why did people want to join the colonies together?

Years 3–4:

- Why did each colony have its own rules and systems before Federation?
- What were some challenges the leaders had to solve?
- Why was it important for each colony to vote in a referendum?
- How did people celebrate Federation Day?

Years 5–6:

- What disagreements and concerns delayed Federation?
 - Why did the Constitution have to go to Britain for approval?
 - What lessons can we learn from the leaders of Federation about cooperation and compromise?
 - Why is it important to remember who was included—and who was left out—of the first Constitution?
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E) Activity – “Design a Federation Banner”

Tutor Instructions:

Say:

“Let’s imagine it’s Federation Day in 1901, and we are preparing a banner to carry in a town parade. Think about the ideas of unity, cooperation, hope, and Australia coming together as one nation.”

F–2:

- Colour in a template of the word “Federation.”
- Draw people holding hands, waving flags, or a group of states joining together.
- Use red, white, and blue like the flags of the time.

Years 3–4:

- Create a mini-poster with three symbols to represent Federation (e.g. handshake, map, parliament building).
- Write one sentence for each symbol explaining what it means.

Years 5–6:

- Design a parade banner for Federation Day 1901 with a slogan (e.g. “United for a Better Tomorrow”).
- Include drawings and symbols from the story (e.g. the six states, leaders shaking hands, Queen Victoria signing the Act).
- Write a short paragraph explaining your design and how it shows cooperation and unity.

Optional Extension:

Display your banner or poster in your home or homeschool group, and give a short talk explaining what Federation means and why it still matters today.

F) Biblical Connection – God's People Working Together**Read aloud (or summarise):**

“In Philippians 2:2, Paul encourages believers:

‘Make my joy complete by being like-minded, having the same love, being one in spirit and of one mind.’

Just like the colonies had to come together and agree on things to form a new nation, God’s people are called to live in harmony, showing love, humility, and cooperation.”

Discussion Prompt:

“What can we learn from the Federation story that helps us be better teammates, family members, or members of God’s Church?”

Lesson 3 – Federation & After Federation

Curriculum Code: AC9HS6K02

Topic: The key features of Australia's system of government and the Constitution

Christian Theme: Cooperation

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn what happened after Federation was completed in 1901. What kind of government did Australia create? What did the Constitution say? And how did this new government depend on cooperation between states and people?”

“This lesson will include a story that explains these ideas, and then we’ll do an activity and discuss how government works and how God wants us to work together in the Church and in our community.”

B) Informational Story – “A New Nation: What Happened After Federation?”

The crowd cheered and the cannons fired as the first Governor-General took his place in Centennial Park, Sydney, on January 1st, 1901. Children waved flags, bands played marches, and the people of Australia celebrated the birth of a new nation—the Commonwealth of Australia.

Edmund Barton, the man chosen to become the first Prime Minister, stood proudly. Around him were leaders from each colony—now to be called states—who had finally agreed to unite under a single Constitution. This wasn’t just a celebration of past discussions. It was the beginning of something new: a country that would govern itself under laws written by and for the Australian people.

But what kind of government would this new Australia have? That was the next big step.

After the celebrations ended and the decorations were packed away, the serious work of forming a national government began. The Constitution had already been written and approved by both the Australian colonies and the British Parliament, but now it had to be put into action.

The new federal Parliament would be made up of two houses:

- The **House of Representatives**, where members were elected based on the population of each state. This house gave more voice to the bigger states.
- The **Senate**, where each state got an equal number of representatives, no matter their size. This house protected the rights of the smaller states.

This “two-house” system was based on cooperation. It was designed so that large and small states would both have influence and be encouraged to work together. New laws would have to be agreed upon by both houses, creating balance.

Until a new capital could be built, the Parliament would meet in **Melbourne**. Leaders began thinking about where a capital could be placed—somewhere between Sydney and Melbourne, so that no one state had too much power. That idea would lead to the creation of **Canberra** years later.

The **Australian Constitution**, passed in 1900, set the rules for this new system of government. It explained what the national (federal) government could do:

- Make laws about defence, immigration, foreign affairs, trade, and currency.
- Collect certain taxes and create national policies.
- Set up federal courts, including the **High Court of Australia**, which would make sure that laws followed the Constitution.

The Constitution also protected the power of each state to manage local matters like:

- Schools and education
- Roads and hospitals
- Police and public transport

This idea is called the **division of powers**. It only works well when both levels of government cooperate—sharing ideas, responsibilities, and sometimes even money.

Of course, not everything worked perfectly at first. The railway lines still didn't match up between states. Some people still thought more about their own colony than the new nation. Disagreements about taxes and trade rules continued for a while. But bit by bit, Australians began to think of themselves not just as Victorians or Queenslanders—but as Australians.

In 1902, Australia made history again. After some debate and pressure from citizens, the national government passed a law that allowed **women to vote in federal elections**. Not only that—women could also run for Parliament. This made Australia the **second country in the world** to grant women the right to vote at a national level, and the **first** to allow them to stand for election. It was a major step forward for equality and inclusion.

Sadly, not everyone benefited equally. **Aboriginal Australians** were excluded from the new system. They weren't counted in the census and had no say in the Constitution. Many laws were created to exclude **non-European immigrants**, especially through what became known as the **White Australia Policy**. These facts remind us that while Federation was a step forward, Australia still had much work to do in becoming a fair nation for all its people.

One exciting change after Federation was the plan for a new **capital city**. In 1908, after years of discussion and debate, a site was chosen in New South Wales, in the foothills between Sydney and Melbourne. It would be called **Canberra**—a name thought to come from an Aboriginal word meaning “meeting place.” The capital would belong to all Australians, not just one state.

In the meantime, the new federal government kept growing. It formed departments for customs, postal services, defence, and trade. New national holidays were celebrated, and national symbols began to appear. The people of Australia slowly began to feel like they were part of something bigger—a single country with shared dreams and goals.

Edmund Barton only served as Prime Minister for two years before being appointed as one of the first justices of the High Court. But his legacy remained. He had worked hard to bring the colonies together, and now Australia was moving into a new century with fresh purpose and unity.

More than 120 years later, the **Constitution** is still the foundation of how Australia is governed. The same federal system continues, with cooperation between the **Commonwealth** and the **states**. Governments still debate and compromise, just like they did back in the early 1900s. And just like then, Australians still need to choose leaders who will work together for the common good.

In the end, Federation was not just about writing laws. It was about building trust. People from different places had to agree to share power and responsibility. They had to listen, discuss, and cooperate. It was a lesson in unity—and that’s something still worth remembering today.

C) Narration Activity

Ask the student to retell the story aloud. Say: “Tell me what happened after Federation. What kind of government did we have? What rules were in the Constitution? Why was cooperation important?” Let them share as much as they remember. Prompt if needed.

D) Reflective Thinking Questions

F–2:

- What happened on Federation Day in 1901?
- What is the name of Australia’s capital city?
- What were some things the new national government looked after?
- Why is it important for leaders to work together?

Years 3–4:

- What are the two houses of Parliament, and why are they different?
- What changed for women after 1902?
- What is the Constitution, and how does it help us live peacefully?
- What do you think the government could have done better after Federation?

Years 5–6:

- Why did the Constitution divide power between national and state governments?
 - How does cooperation between different parts of government help Australia function?
 - What problems remained after Federation, and how do they still affect us today?
 - What do you think it means to be a citizen in a country built on cooperation?
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E) Activity: Create a “Government Roles” Foldable

Say:

“We’re going to make a foldable chart that shows how the federal and state governments share responsibilities. This helps us understand how Australia’s system works—like different parts of the body working together.”

F–2:

- Use two paper flaps labelled “**National**” and “**State.**”
- Under each flap, draw simple pictures showing what each level of government does (e.g., a post office for national, a school for state).

Years 3–4:

- Create a three-column chart labelled: “**National Government,**” “**State Government,**” and “**Both.**”
- Include at least two examples in each column (e.g., defence – national, police – state, roads – both).
- Decorate with symbols or colour coding.

Years 5–6:

- Create a fold-out brochure or booklet titled **“How Our Government Works.”**
 - Include 4 mini-sections:
 - *The Constitution* – what it is and why it matters.
 - *Parliament* – the two houses and what they do.
 - *Division of Powers* – examples of shared and separate powers.
 - *Cooperation in Government* – why teamwork is needed.
 - Illustrate or colour each section, and present it to your tutor or family.
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F) Biblical Connection – One Body, Many Members

Say:

“Just as Australia’s government shares responsibilities between different levels, God has designed the Church to have many members with different roles. In Romans 12:4–5, Paul writes:

‘For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others.’

We’re all called to cooperate—to bring our gifts, ideas, and strengths together to serve others and honour God. The story of Australia’s Federation reminds us that unity doesn’t mean we all do the same thing—but that we all work toward the same purpose.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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Lesson 4 – Citizens and Community Helpers

Curriculum Codes:

- F–2: AC9HS1K04, AC9HS2P06
 - Years 3–4: AC9HS3K07, AC9HS4K08
 - Years 5–6: AC9HS5K07, AC9HS5H02
- Christian Theme: Cooperation in community life
Target Levels: Foundation to Year 6
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A) Introduction (Tutor/Parent Instructions)

Say:

“Every town and city is made up of people doing their part to help others. These people are called *community helpers*, and they include everyone from teachers to firefighters, shopkeepers to doctors. In today’s story, we’ll explore how these citizens work together to make their community a better place—and how we can be part of that too.”

B) Informational Story – “The Town That Pulled Together”

It was a blustery spring morning in the town of Peppergum. The wind tugged at the leaves, the clouds raced across the sky, and in the main street, a bustle of everyday life was beginning.

Mrs Doyle opened the post office at 8am sharp. Mr Green the grocer stacked crates of apples and oranges outside his shop. Nurse Rachel walked briskly down the footpath to the medical centre, her bag swinging at her side. The garbage truck rumbled past, collecting bins one by one. Peppergum was small, but it ran like clockwork—because of the people who served it.

Nine-year-old Toby watched from his front window as all this happened. He was home sick with a cold, wrapped in a blanket, sipping warm lemon tea. Normally, he’d be walking to school by now. But today he had time to notice something. “Mum,” he said, “everyone’s already working so early!”

His mum smiled as she tidied the dishes. “That’s because it takes a lot of helpers to make a town work. Everyone has a job to do, and when they do it well, the whole community benefits.”

Toby thought about that all morning. He thought about his teacher, Mr Clarke, and the librarian who read books aloud every Tuesday. He remembered the time Constable Singh helped them find their missing dog, and the firefighter who visited school to talk about safety. He even thought of Mr Lee, who ran the corner shop and always gave extra sprinkles on ice cream cones.

Later that day, a wild gust of wind blew down a large gumtree branch on Main Street. The limb snapped loudly, crashing onto powerlines and bringing them down with a spray of sparks. The electricity cut out for half the town. Phones didn't work, lights went out, the bakery ovens stopped, and traffic lights blinked off. The storm clouds rolled overhead, adding gloom to the confusion.

But within minutes, the people of Peppergum were on the move. The local SES (State Emergency Service) volunteers came first, wearing bright orange and clearing debris. The power company sent a crew with a crane and toolkits. Firefighters stood by in case of fire, and the town's mayor, Mrs Hanley, drove over in her little blue car to check that no one was hurt.

Even people without uniforms helped. Toby's neighbour, Mr Alston, handed out torches from his camping kit. Kids ran errands for elderly residents. Shopkeepers passed out snacks and bottled water to the workers. The local church opened its hall, lighting candles and boiling water on gas stoves so people without power could stay warm and make tea.

By evening, the power was restored. A cheer went up in the town square where many had gathered to check on one another. "Peppergum pulls together!" someone shouted.

The next day, the town's local newspaper printed a front-page photo of volunteers, workers, and townsfolk smiling together, arms around each other. The headline read: *"A Town United in Trouble."*

Toby cut out the photo and taped it in his notebook. He asked his mum, "How did everyone know what to do so quickly?"

She said, "Because we've each got a part to play. We're citizens of this town. We don't just live here—we care for it."

"But I'm just a kid," Toby said.

"Even kids help," she replied. "You helped yesterday—remember when you went to check on Mrs Cartwright? You knocked on her door and made sure she had candles and tea."

Toby grinned. He liked that. He wasn't just someone who lived in Peppergum. He was a helper too.

That Sunday at church, Pastor Linda read from **1 Peter 4:10**: *"Each of you should use whatever gift you have received to serve others."* Then she looked around the congregation and said, "Whether you're nine or ninety, God has given you something valuable—and we're meant to use those gifts to serve our town, our church, and our neighbours."

During morning tea, Toby asked Pastor Linda, "How do I know what my gift is?"

She smiled and said, "Start with kindness. Then ask God to show you more."

Toby thought about that all week. He decided to start a little project: a chart titled *"Our Town's Helpers."* He put his family, his neighbours, and all the workers he knew into the chart. Then he added a new line at the bottom:

"Me – I help check on neighbours and be kind."

A few days later, he added another line:

"Me – I help carry groceries for Mr Alston."

And that's how one small town kept running—not by machines or magic, but by ordinary people working together, serving each other, and living out the kindness that God had called them to.

C) Narration Activity

Say: “Can you retell the story in your own words? What happened in Peppergum? Who helped the town during the storm? What did Toby learn about himself?” Encourage the student to speak freely, and prompt as needed.

D) Reflective Thinking Questions

F–2:

- Who are some of the helpers in Toby’s town?
- What did people do when the power went out?
- What jobs did Toby help with?
- How can children help in their own towns?

Years 3–4:

- What does it mean to be a citizen and not just a resident?
- How did the community in Peppergum respond so quickly during the emergency?
- What does 1 Peter 4:10 say about helping others?
- How can children discover their gifts for helping?

Years 5–6:

- What made the town of Peppergum a strong and cooperative community?
 - In what ways did ordinary people (not just officials) contribute to restoring order?
 - What role does the church play in serving the community, especially during emergencies?
 - How does the story reflect the biblical idea of being stewards of God’s grace?
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E) Activity - “Community Helper Snapshot Booklet”

Tutor Instructions:

Say:

“Let’s make a small booklet that shows all the different people who help our community. This will help us think about how each person plays a special part—just like in Peppergum.”

F–2:

- Fold an A4 sheet to create a simple booklet.
- On each page, draw a picture of a helper (e.g. teacher, nurse, bin collector, shopkeeper).
- Write or dictate a sentence: “They help by...” (e.g. “They help by teaching children.”)

Years 3–4:

- Create a “Community Helper Fact File” with five profiles.
- For each profile, include:
 - Name of role (e.g. Firefighter)
 - What they do
 - Why they are important

- How they cooperate with others
- Add one Bible verse or phrase that connects to serving others.

Years 5–6:

- Write a **short biography or profile** of a real-life community helper.
 - This could be a local leader, family member, or someone interviewed.
 - Include what they do, how they serve others, and how they work with other helpers.
- Add a reflective paragraph:
 - “How can I serve like this person in my own community?”
 - “What gift has God given me that I can use to help others?”

Optional Extension:

- Create a **role-play skit** titled “*Peppergum Pulls Together Again*” showing how a town recovers from a challenge through teamwork.
- Present it during your homeschool co-op or at a family gathering.

F) Biblical Connection – Serving with Our Gifts

Say:

“1 Peter 4:10 says: *‘Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.’*”

God wants us to use our time, talents, and skills to bless others—whether that’s teaching, cleaning, cooking, or caring. In the Body of Christ, each person matters. Just like in Peppergum, the whole town needs everyone to play their part.

When we serve others, we’re not just doing chores. We’re showing love. We’re being citizens of heaven—and good neighbours here on earth.”

Lesson 5 – Your Town

Curriculum Codes:

- Foundation: AC9HSFS01, AC9HSFS02, AC9HSFS03, AC9HSFS04, AC9HSFS05
 - Year 1: AC9HS1K03
- Christian Theme: Cooperation in building and maintaining towns
Target Levels: Foundation to Year 6
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A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn more about our own town or local area. Every town has people, places, and services that help the community run well. In the story, we’ll visit a group of homeschooled students who explore their town and learn how it works. After the story, we’ll do an activity to help you think about the people and places in your own community.”

B) Informational Story – “The Town Treasure Hunt”

On a sunny Tuesday morning, the homeschool support group in Baroondah met at the local library for a special field trip. Mrs Kelman, the coordinator, greeted the children and their parents as they arrived, notebooks in hand and caps on heads.

“Today,” she announced, “we’re going on a Town Treasure Hunt! We’re going to walk around Baroondah and discover what makes our town work. We’ll find helpers, visit places that serve others, and learn how everything fits together.”

Ten-year-old Ruby grinned. She loved walking adventures. Her younger brother Max, who was six, bounced on the spot. “Are there actual treasures?” he whispered to his mum.

“In a way,” she smiled. “You’ll see.”

Their first stop was the library itself. Mrs Harris, the librarian, welcomed the children inside and showed them around. They watched how books were sorted by number and topic. Mrs Harris demonstrated how the computer system let people borrow and return books, and explained that anyone in the town could come to read, study, or use the internet—even if they didn’t have books at home.

“Is this place part of the government?” asked one boy.

“Yes,” said Mrs Harris. “The local council provides the library for the community. It’s a service we all share. That’s part of what being a citizen means—having access to services and also caring for them.”

Next stop was the council office, just around the corner. The mayor wasn’t in that day, but the receptionist kindly answered the group’s questions.

“Our local council takes care of parks, roads, rubbish collection, planning buildings, and community events,” she explained. “See those red bins out on the street? We help organise waste collection to keep Baroondah clean and safe.”

As they walked to the town park, the group passed a preschool, the police station, and a post office. At each stop, the students jotted down notes, asked questions, and snapped photos with parent phones. Ruby sketched small pictures in her notebook. Max peppered everyone with questions.

“Who mows the grass in the park?”

“Where does the water in the drinking fountain come from?”

“Why are there stop signs here?”

Each adult smiled and answered kindly. “The council sends someone to mow,” said a gardener in a wide hat. “The drinking fountain’s connected to town water,” said a maintenance worker. “And stop signs help us stay safe by giving everyone a fair turn,” said a police officer.

At the park, they stopped for morning tea. The children shared banana bread and fruit while parents poured water from jugs into paper cups. Mrs Kelman laid out a laminated map on a picnic rug and said, “Look around you. Everything you see didn’t appear by magic. People worked together to build this town. People planned the roads, planted the trees, installed the benches, and pick up the rubbish. That’s what cooperation looks like.”

Ruby raised her hand. “Like the Body of Christ—everyone doing their part?”

“Exactly!” said Mrs Kelman. “God designed communities to function in the same way. The Bible teaches us that when each part of the body works properly, the whole body is healthy. That’s true for towns too.”

After the park, they stopped at a small aged care home. The manager, Mrs Weston, came out to meet them and showed the group a sunny courtyard filled with flowers.

“Our job here,” she said, “is to care for elderly people who need extra help. We provide meals, assist with dressing and medicine, and most importantly, we make sure they feel loved and respected.”

Max whispered to Ruby, “Can we come sing here sometime?”

Mrs Weston overheard and smiled brightly. “We’d love that.”

Before heading back, the group passed a few small shops where workers waved at them from the bakery and general store. One mum explained, “Shops also help the town. They provide jobs, food, and supplies, and they support local events.”

Back at the library, the group gathered in the community room to debrief. Each child shared something they’d learned or enjoyed.

“I liked the post office,” said one.

“I didn’t know who collected our rubbish,” said another.

“I want to draw a map of the town!” said Ruby.

Mrs Kelman nodded. “That’s exactly what we’re going to do next. Because when you really understand your town—its people, places, and how they work together—you become a better citizen. You learn how to give, not just take. You learn how to serve.”

At home that afternoon, Ruby spread out large paper across the kitchen table and began sketching. She added the library, the park, the aged care home. Then she added people—tiny drawings of nurses, librarians, police officers, garbage collectors, pastors, and kids.

Max peered over her shoulder. “Are you going to draw yourself?”

Ruby smiled and drew a stick figure holding a clipboard and singing.

“God made us to live in community,” she said. “And every part matters—even us.”

That Sunday, their pastor preached from Romans 12 and reminded the congregation, “*Love must be sincere. Honour one another above yourselves. Share with the Lord’s people who are in need. Practise hospitality.*”

Ruby sat with her parents and smiled. She’d seen that verse in action—on the streets of Baroondah.

C) Narration Activity Ask:

“Can you retell the story? What did Ruby and Max learn during their town treasure hunt? Who did they meet? What did they discover about the way towns work?” Let the child speak freely. Use gentle prompting if needed.

D) Reflective Thinking Questions

F–2:

- What places did Ruby and Max visit during the treasure hunt?
- Who are some of the people who help in a town?
- What kinds of jobs or services did they learn about?
- How can you help your own community?

Years 3–4:

- Why do towns need places like libraries, aged care homes, and parks?
- What did the group learn about teamwork and cooperation?
- How did Max and Ruby discover that they could serve too?
- What does it mean to be a responsible citizen?

Years 5–6:

- What services does a local council provide, and why are these essential for community life?
 - What role does the church play in building a caring town or city?
 - How does the idea of “community cooperation” relate to being part of the Body of Christ?
 - What can students do—even now—to serve their town?
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E) Activity - Create a Map of Your Town

Tutor Instructions:

Say:

“Now we’re going to make a simple map or diagram of our own town or community. This helps us see how the places and people connect—and how God has placed us here for a reason.”

F–2:

- Use an A3 sheet of paper or a large scrapbook page.
- Draw 5–8 important places in your town (e.g., home, church, park, shop, school).
- Label each place and draw a stick-figure helper for each one (e.g., librarian, postie).
- Add your own home and a picture of yourself helping someone!

Years 3–4:

- Create a town map with clear symbols for roads, buildings, shops, services, and parks.
- Include a map legend.
- Add 2–3 written notes explaining how each place serves the community.
- Draw lines showing how people and services are connected.

Years 5–6:

- Create a detailed town plan showing different zones (residential, commercial, community, recreational).
- Include key features: council office, library, aged care, police, shops, church.
- Write a paragraph titled **“How My Town Works Together”** (5–7 sentences).
- Optional extension: Interview a community worker and include a quote or insight from them.

Optional Group Extension:

Invite all students in a homeschool co-op to bring their completed maps for a display. Each student can give a short talk about one part of their town that they’re thankful for.

F) Biblical Connection – Communities Built on Love

Read aloud or summarise:

“In Romans 12:10–13, Paul writes:

‘Be devoted to one another in love. Honour one another above yourselves... Share with the Lord’s people who are in need. Practise hospitality.’

God created communities so that we could live together, help one another, and serve with kindness. Our town isn’t just a bunch of buildings—it’s people who work together for the good of all. We are called to join in that work as good citizens and as part of the Body of Christ.”

Ask:

“How can we show God’s love in our town this week?”

Lesson 6 – States & Regions

Curriculum Codes:

- Years 2: AC9HS2K03
- Years 3: AC9HS3K03
- Years 4: AC9HS3K04

Christian Theme: Cooperation between states and regional communities

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about Australia’s states and regions. Every state has its own identity, landscapes, industries, and people—but together they form one country. In our story, you’ll hear how a group of students from different states learn to appreciate their differences while working together. Then we’ll map what we’ve learned and reflect on how God calls people from different places to cooperate and live in unity.”

B) Informational Story – “One Land, Many Places”

Twelve-year-old Harper stood at the gate of the Christian camp centre in Victoria, looking around at the busloads of students arriving from all across Australia. She had travelled from a sheep station in western Queensland and now stood among children from cities, mountains, deserts, and coastlines. The camp was part of a national homeschool week, where students from every state and territory came together to learn, explore, and make new friends.

Harper’s group included:

- **Toby** from Tasmania, who lived near Hobart and loved fishing.
- **Mia** from Sydney, who lived in a high-rise apartment and had never seen a real sheep.
- **Leila** from Darwin, whose dad worked in a mango orchard and who had brought dried bush apple slices to share.
- **Jack** from Perth, whose family ran a mining supply company and had flown across the country for the first time.
- **Charlotte** from the Barossa Valley, who helped on her grandparents’ vineyard and spoke with a soft country accent.

At first, the students noticed their differences more than anything else. Mia didn’t like the dusty ground and was surprised by the silence at night. Toby was startled by the noise of cockatoos in the gum trees. Jack thought the air smelled funny. Leila wore shorts and a singlet while the others wore hoodies. Harper just shook her head and wondered how this camp would go.

Their first task was to create a giant floor map of Australia using coloured chalk. “Draw your state,” the leader explained. “Add something that shows what your region is known for.”

The children spread out across the concrete court, sketching the map’s outline. Harper began drawing her section of Queensland, including cattle, wide plains, and dusty roads. Mia added the Sydney Harbour Bridge and tall buildings. Toby drew an apple orchard and the Tasman Sea. Leila added crocodiles, mangoes, and

bush tucker. Jack sketched red rock formations and a big iron ore truck. Charlotte drew bunches of grapes on rolling hills, and added a wine barrel with her grandpa's initials on it.

When they stepped back, the map was full of colour and detail. "Wow," said Toby. "I didn't know we had so much variety."

"That's the beauty of our country," the leader said. "Different states, different regions—but all part of one land."

That afternoon, the students worked in groups to complete a State Challenge Quiz. The questions included:

- Which state has the most people?
- Which state has the longest river?
- Which territory includes Uluru?
- Which state grows the most wheat?
- What are the capitals of each state?

They had to cooperate, listen, and share what they knew about their home areas. Harper surprised everyone with facts about the Channel Country and the Great Artesian Basin. Mia explained how Sydney's public transport system worked. Jack shared how Western Australia's mines sent minerals around the world. Leila talked about the Wet and Dry seasons in the Top End. Charlotte gave a short speech on how grapes were grown and turned into juice or wine.

At night around the campfire, the students toasted marshmallows and shared stories. Toby told tales of Tasmanian devils and ghost tours in Port Arthur. Jack talked about surfing big waves and sunburn. Leila described the dry lightning storms in Darwin and how fast the rain could fall. Mia admitted she'd never seen a cow up close. "But I like learning," she said. "And I like all of you."

On the third day, they did team-building games. Some of the tasks were hard, like carrying water buckets without spilling or guiding a blindfolded friend through a maze. But the students began to trust one another and work better together. "You can't do it alone," said Jack. "You've got to listen and share the load."

By the end of the week, something had changed. The students weren't just a bunch of kids from different states. They had become friends. They respected each other's backgrounds. They saw that their differences made the whole group stronger.

On the last day, they were asked to write one sentence about what they'd learned. Harper wrote:

"Australia is one land, made stronger by the differences of its states and regions."

As the students packed their bags to leave, the camp leader gathered them in the chapel for prayer.

"God made the land," he said, "and He made each of you. Wherever you're from—city or country, east or west—you are part of His plan. Just like the Body of Christ has many parts, our country has many people. And when we listen, learn, and serve together, we build something beautiful."

Then he read aloud **1 Corinthians 12:18**:

"But in fact God has placed the parts in the body, every one of them, just as he wanted them to be."

Harper climbed back on the bus, her heart full. She couldn't wait to tell her brothers all about the new friends she'd made—the vineyards and bush apples, the crocodile stories, and the drawings on the chalk map.

As the bus drove away, she looked out over the hills of Victoria and whispered a quiet prayer: “Thank you, God, for making Australia so big, so beautiful, and so full of people to love.”

C) Narration Activity

Ask: “Can you retell the story? Where did the students come from? What did they learn about their states and about each other? What did Harper write at the end?” Encourage the child to speak freely. Use prompting if needed.

D) Reflective Thinking Questions

F–2:

- What different places did the children come from?
- What did the children draw on the big map of Australia?
- Why was it good for them to learn about each other’s states?
- How do you think God wants us to treat people from other places?

Years 3–4:

- What are some ways that the states and regions of Australia are different?
- What happened when the students worked together on the quiz and games?
- Why do you think the leader said our country is “one land with many people”?
- What does this story show us about God’s design for cooperation?

Years 5–6:

- Why is it valuable for each Australian state and region to have its own identity and strengths?
 - How does cooperation between states (e.g. in transport, disaster response, education) benefit the whole nation?
 - How does this story connect with what Paul said about the Body of Christ?
 - What can we do this week to build unity where we live, even among people who are different from us?
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E) Activity - State & Region Mapping Project

Tutor Instructions:

Say:

“Let’s explore the states and regions of Australia and how each contributes something special to the nation. This will help us understand how God has placed us in different parts of the land to serve and learn from one another.”

F–2:

- Provide a simple outline map of Australia.
- Children colour each state or territory a different colour.
- Draw one small image for each area (e.g., a lighthouse for Tasmania, a kangaroo for Queensland, a mountain for Victoria).
- Help them label each state with its name and one helper who might work there.

Years 3–4:

- Label all six states and two territories on a blank map.
- Research or discuss one unique feature for each state (e.g., capital city, special food, native animal).
- Add a small symbol or image for each feature, and include a map key or legend.
- Write a caption: “We’re different, but we work together!”

Years 5–6:

- Create a two-part presentation:
 - **Part A:** A detailed map with labels for capital cities, industries, landscapes, and population centres.
 - **Part B:** A paragraph titled “**Why Australian States Should Cooperate**”, using examples from the story and real life (e.g., helping in floods, road networks, trade).
- Optional: Add a short section connecting regional cooperation with biblical unity (e.g., 1 Corinthians 12).

Optional Extension – Co-op Group Mural:

Invite students to work together on a giant poster or mural titled “**Many Places, One Nation**”. Each child contributes a drawing or fact about their state or region, then presents it during group time.

F) Biblical Connection – One Body, Many Places

Read aloud or summarise:

“1 Corinthians 12:18 says:

‘But in fact God has placed the parts in the body, every one of them, just as he wanted them to be.’

Just like each part of the human body is important, every part of Australia is important—every state, city, and town. God has designed us to live in different places but to be united in love and purpose.”

Ask:

“How can we show respect and cooperation across different regions? What can you do this week to be a blessing in your own part of Australia?”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 3

OUR AUSTRALIAN DEMOCRATIC SYSTEM

Lesson 7 – Our Westminster System

Curriculum Code: AC9HS6K06

Topic: Key features of Australia's system of government based on the Westminster system

Christian Theme: Cooperation and shared leadership in government

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

"Today we're going to explore how Australia's government works. Our country is built on a system called the *Westminster System*, which comes from Britain. It's a way of organising leadership, laws, and voting. We'll learn what it means to live in a democracy with fair rules, elected leaders, and cooperation between many different people.

Let's begin with a story that shows how a young student discovered the meaning of democracy and the Westminster system."

B) Informational Story – "Harriet's Parliament Adventure"

Harriet twirled her pencil as she waited for the classroom debate to begin. She was in Year 6 at the homeschool co-op, and this term they were learning about Australian government. But today was different. Today, they were going on a field trip to visit Parliament House in Canberra.

Harriet had never been to a capital city before. As the bus passed the tree-lined streets and neat white buildings of the national capital, her eyes widened. She'd seen pictures of Parliament House on TV, but the real thing was enormous—green lawns sloped over the roof, a huge flagpole soared into the sky, and people in suits walked briskly up the front steps.

Inside, the students joined a tour led by Mr Collis, a guide with a friendly voice and a big blue tie.

"Welcome to Parliament House," he said. "This is the home of Australia's federal government. It's where elected members meet to make laws and debate decisions for the whole country."

Harriet raised her hand. "Is this where the Prime Minister works?"

"Yes," smiled Mr Collis. "The Prime Minister and many other leaders work here. Our system of government is based on something called the Westminster System, which we inherited from Britain."

They followed him down wide halls with polished floors and portraits of past Prime Ministers and famous Australians. They saw flags, exhibits, and the coat of arms carved into the woodwork. They even peeked into a committee room where politicians were discussing future laws.

Then they reached the public gallery above the **House of Representatives chamber**.

“This is the lower house,” said Mr Collis. “Here, the people’s elected representatives sit. The party with the most members forms the government, and their leader becomes the Prime Minister.”

Harriet leaned over the glass railing and peered down at the green leather benches below.

Mr Collis continued, “Over there is the Speaker’s chair. The Speaker keeps order during debates. On one side sit the government members, and on the other side, the opposition. They question, challenge, and debate the government’s ideas. This helps keep our democracy balanced.”

Later, they visited the **Senate chamber**, the upper house, where representatives from each state and territory help review and refine proposed laws. The room was coloured red, and Harriet noticed microphones on every desk.

“This protects the voice of smaller states,” said Mr Collis. “It’s all about fairness, cooperation, and shared leadership.”

Harriet’s head was spinning with ideas. “So... no one person makes the rules?”

“Exactly,” said Mr Collis. “That’s the heart of the Westminster System. Power is shared. Laws are passed through discussion and agreement. And the people—the voters—have the final say, by choosing their leaders.”

As the tour finished, each student received a small booklet about Parliament and democracy. On the cover was the Australian Coat of Arms—kangaroo, emu, and all. Harriet flipped through the pages eagerly as they headed back to the bus.

The next day at their homeschool centre, the class held their own **mini-parliament**. They split into groups to write speeches on a pretend law: *Should school start later in the morning?*

Harriet was on the “Government” side, arguing in favour of later starts. A boy named Asher led the “Opposition,” pointing out how it could affect parents’ work schedules and reduce learning time.

Their friend Ava was chosen as the Speaker. “The member for Sleepy Mornings has the floor,” she said with a grin.

They each took turns, argued respectfully, and finally voted. The pretend bill didn’t pass—but everyone agreed the process had been fun and fair.

Harriet went home that afternoon bursting with thoughts. “Mum, did you know that in the Westminster System, we elect people to represent us, and they have to work with others to pass laws?”

Her mum smiled. “Yes. And do you know why that matters? Because it reminds us that true leadership means listening, serving, and working with others. That’s how God designed leadership too.”

That night at family devotions, they read from **Proverbs 11:14**: “*Where there is no guidance, a people falls, but in an abundance of counsellors there is safety.*”

Harriet thought of all the members in the House and Senate, working together—even when they disagreed. It wasn’t perfect, but it was a system that valued discussion, balance, and cooperation.

The next morning, Harriet wrote a journal entry:

“I learned that our government has different parts that all have to agree. I think it’s smart that no one person is in charge of everything. People talk, share ideas, and vote. That’s like being in a team.”

During co-op devotions later that week, the tutor reminded the class that Moses didn’t lead alone. “He had Aaron, Miriam, and 70 elders to help him,” she said. “Even the early church had leaders who worked together. Leadership is not about power—it’s about cooperation.”

Harriet smiled. She liked that idea.

“I think I’d like to be a leader one day,” she said at dinner.

Her dad looked up and said, “Then keep listening. Keep learning. And remember—good leaders always serve others first.”

C) Narration Activity

Ask:

“Can you tell me what Harriet learned on her trip to Parliament House? What is the Westminster System? Why is it good to have many people working together to make laws?”

Encourage the student to retell the story in their own words. Prompt as needed.

D) Reflective Thinking Questions

F–2:

- Who works in Parliament House?
- What colours are the two chambers and what do they mean?
- Why is it important to take turns and vote when making decisions?
- What did Harriet learn about teamwork?

Years 3–4:

- What is the Westminster System, and why do we use it in Australia?
- What do the House of Representatives and the Senate do?
- What does the Speaker do during a debate?
- How is this system fair to voters and communities?

Years 5–6:

- How does the Westminster System protect fairness and prevent misuse of power?
 - Why is it important for the Opposition to ask questions and challenge the government?
 - How does this system show cooperation in leadership?
 - What can Christians learn about humility, service, and shared responsibility from Australia’s government system?
-

E) Activity - Roleplay Your Own Mini-Parliament

Tutor Instructions:

Say:

“Let’s act out our own mini-parliament to understand how laws are made and why cooperation is important. Everyone will take turns in different roles, and we’ll model respectful debate and voting.”

F–2:

- Choose a simple topic: *Should our group have extra morning tea?*
- Assign roles (Prime Minister, Opposition Leader, Speaker, voters).
- Let each group share their view. Use a show of hands to vote.

Years 3–4:

- Choose a real topic students care about (e.g. no homework on Fridays).
- Assign roles: Government, Opposition, Speaker.
- Write 1–2 sentences per student to explain their position.
- Hold a respectful debate, then vote and discuss the result.

Years 5–6:

- Write a short pretend “bill” together (e.g. “Every student should plant a tree”).
- Assign a Speaker, Government, Opposition, and Independents.
- Hold a formal debate with time limits and reply speeches.
- Reflect on the outcome: Did everyone feel heard? Was the decision fair?
- Optional: Compare your class process with a real clip from Parliament online.

F) Biblical Connection – Shared Leadership in God’s Way

Read aloud or summarise:

“In Proverbs 11:14 it says, *‘For lack of guidance a nation falls, but victory is won through many advisers.’*”

In the Bible, we see leaders like Moses who didn’t lead alone. He had Aaron, Miriam, elders, and judges. God values shared leadership—where people work together, seek wisdom, and make fair decisions for the good of others.

The Westminster System reflects some of those values. It isn’t perfect, but it reminds us that government should be about *serving, listening, and working together* for the good of all.”

Ask:

“How can we be good listeners and leaders—even at home or in our homeschool group? What does God say about leading with wisdom and love?”

Lesson 8 – Three Levels of Government

Curriculum Code: AC9HS6K07

Topic: How Australia's three levels of government work together

Christian Theme: Cooperation through shared roles and responsibilities

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about the three levels of government in Australia: local, state, and federal. Each level has different jobs to do, but they must all cooperate to care for our country. In our story, you’ll meet a homeschool group that learns how these three levels work together to make sure communities run smoothly.”

B) Informational Story – “Three Layers, One Purpose”

The homeschool support group in Gidgee Plains was buzzing with excitement. Their teacher, Mr Fielding, had planned something special for civics week. The classroom whiteboard read: **“Mission: Understand the Three Levels of Government!”**

Nine-year-old Levi raised his hand. “Are we going on a field trip?”

“Sort of,” said Mr Fielding. “We’re going on a *virtual* tour—by inviting three guest speakers, one from each level of government.”

The next morning, the children arrived with sharpened pencils and wide eyes. First came **Councillor Martin**, from the local council. He brought along a large poster of their town showing parks, libraries, playgrounds, and rubbish bins.

“My job is to help with the services closest to home,” he explained. “We look after footpaths, street lighting, local roads, pet registrations, rubbish collection, and community events.”

“What about the swimming pool?” asked Ruby.

“That’s ours too!” he smiled. “We manage that and also help plan local festivals and sports.”

Next came **Ms Lopez**, a state MP from the nearby regional city.

“I work in the state parliament,” she said, unrolling a map of the state. “We look after schools, police, hospitals, roads, trains, and state parks. If you’ve ever visited the public hospital or caught a train—our team helped make that possible.”

“Do you know our teachers?” Levi asked.

“Not personally,” she laughed. “But I help make sure they have the funding, training, and rules they need to do their jobs well.”

Finally, they met **Mr Tan**, who worked for the federal government in Canberra. He arrived with a small model of Parliament House and a slideshow.

“The **Commonwealth Government** looks after the whole nation,” he said. “That includes defence, immigration, foreign affairs, trade, social services, and making laws for all Australians. We work across all states and territories.”

“So you don’t build playgrounds?” asked Ruby.

“No, that’s your local council,” he chuckled. “But we might help fund national health programs or education research that benefits everyone.”

After all three speakers had presented, Mr Fielding handed out coloured cards—**green** for local, **blue** for state, and **red** for federal.

“Let’s play a game,” he said. “I’ll read out a service or issue, and you hold up the card that shows which level of government is responsible.”

“Public school?”

Blue! (State)

“Army and Navy?”

Red! (Federal)

“Footpaths and dog parks?”

Green! (Local)

The children were quick learners. But then Levi asked a harder question. “What happens when two or three levels have to work together?”

“Good question,” said Mr Fielding. “Let’s talk about that.”

He told the story of the **East River Flood**, when heavy rain flooded towns across two states. Local councils warned residents and provided sandbags. State emergency services coordinated evacuations and set up shelters. The federal government sent funding, helicopters, and army crews to assist with logistics and food drops.

“That’s cooperation in action,” Mr Fielding said. “No one level could have done it alone. Big problems often require teamwork.”

The next day, the students wrote short summaries of what they’d learned. Max wrote, “Local helps with streets and parks.” Ruby wrote, “The state does schools and hospitals.” Levi wrote, “The federal government helps the whole country and gives money when there’s a big emergency.”

To finish the week, Mr Fielding brought in baking supplies. Together, the students created a **three-layer cake** to represent the three levels of government. Each layer had different decorations:

- The bottom **green layer** had mini streetlights, tiny rubbish bins, and toy animals with registration tags.
- The middle **blue layer** showed schools, hospitals, police badges, and state road signs.
- The top **red layer** had a Parliament House made from cardboard, small flags, and model planes and ships to represent defence.

The cake was placed on a table next to the posters and coloured cards. Parents were invited for the last hour of co-op to see what the children had learned.

Ruby stood beside the cake and gave a short speech. “We’ve learned that all three levels of government are important. They have different jobs, but they work together to help us live safely, learn well, and stay healthy.”

One parent raised a hand. “Can you give an example of when they worked together?”

Ruby nodded. “Like when there’s a big bushfire. Local firefighters respond first, the state coordinates evacuation and safety plans, and the federal government might send in defence forces and funding.”

Mr Fielding beamed. “Exactly. Just like a family, or a church, or the Body of Christ—we all have roles to play. And when we cooperate, everyone benefits.”

As they enjoyed slices of the cake, Levi whispered to Max, “I used to think government stuff was boring. But now I think it’s kind of cool.”

Max agreed. “And tasty.”

C) Narration Activity

Ask:

“Can you retell the story? What did the children learn from each speaker? What kinds of things does each level of government do? Why is it good that they cooperate?”

Encourage the student to speak freely. Prompt as needed with questions like “Who visited first?” or “What was the cake about?”

D) Reflective Thinking Questions

F–2:

- What jobs do local councils do?
- What does the state government take care of?
- What colour cards helped you remember each level of government?
- Why did the class make a three-layer cake?

Years 3–4:

- Why do we need three levels of government instead of just one?
- What are some examples of local, state, and federal responsibilities?
- How did the East River Flood story show cooperation between the levels?
- What do the cake layers help us understand about shared responsibility?

Years 5–6:

- How do the three levels of government reflect the idea of shared leadership and cooperation?
 - Give a real-world example (e.g. bushfires, COVID-19) where all three levels worked together.
 - How does the concept of layered responsibility help maintain order and fairness?
 - What biblical values were reflected in how the children learned and responded?
-

E) Activity - Create a Government “Responsibility Pyramid”

Tutor Instructions:

Say:

“Let’s create a visual model that shows how Australia’s three levels of government serve different purposes. This will help us see how they cooperate to serve communities and the country.”

F–2:

- Provide each student with a triangle or pyramid template divided into 3 horizontal layers.
- Label the layers: Local (bottom), State (middle), Federal (top).
- Ask students to draw 2–3 simple pictures in each level (e.g., bin, school, Parliament House).
- Include a smiley face of themselves to show they are part of the system too!

Years 3–4:

- Create a full-page poster titled “**Three Levels of Government.**”
- Include:
 - A pyramid with coloured sections (green, blue, red)
 - Drawings or clipart representing services at each level
 - A sentence under each section explaining its main responsibilities

Years 5–6:

- Design a **layered infographic** or **accordion-style booklet** with:
 - Definitions of each level
 - 3–5 responsibilities or services per level
 - A concluding paragraph titled “**Why Cooperation Matters**”, connecting back to the flood or another real-world example
 - **Optional Extension:** Research and present how all three levels responded to a real Australian event (e.g., bushfires, floods, etc), identifying which responsibilities were shared.
-

F) Biblical Connection – Many Roles, One Purpose

Read aloud or summarise:

“In Ephesians 4:16, it says:

‘From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.’

Just like the parts of a body, the three levels of government each have a job. They’re not the same, but they all matter. In a nation, just like in the Church, we need people to listen, cooperate, and carry out their responsibilities faithfully.”

Ask:

“How does this verse remind us of how local, state, and federal governments can work together for good? What can we do—even as children—to help our leaders and be good citizens?”

Lesson 9 – Democracy & Elections

Curriculum Codes:

Year 5: AC9HS5K06

Year 6: AC9HS6K06

Christian Theme: Cooperation in shared decision-making

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about how Australians make decisions through a system called *democracy*. One of the key parts of democracy is **voting**—giving every citizen a voice in decisions. We’ll hear a story about a group of students learning how elections work, then we’ll run our own mock election to see how voting brings people together to choose fairly.”

B) Informational Story – “Vote for Fairness”

The homeschool co-op in Hillside Creek was holding something special—a **Democracy Week!** The tutor, Mrs Brandt, had planned activities to help students understand elections, voting, and the value of having every voice heard.

Eleven-year-old Olivia arrived early on Monday. A large sign hung over the classroom door: **“Every Vote Counts!”** Inside, desks were arranged in a big horseshoe. A pretend ballot box sat at the front. Posters showed words like *choice, fairness, freedom, and equality*.

“Today,” said Mrs Brandt, “we’re going to elect a Co-op Captain to help plan our end-of-term celebration. But first—we need candidates!”

Several hands went up. Olivia, who was quiet but organised, hesitated. Her friend Nathan nudged her. “You’d be great. You actually listen to people.”

Olivia looked uncertain. “I don’t know if I’d win...”

Mrs Brandt encouraged her. “Leaders aren’t always the loudest. Sometimes they’re the ones who bring others together.”

In the end, four candidates were chosen. Each would make a short speech explaining their ideas for the celebration and why they’d be a good captain.

“This is like a representative democracy,” Mrs Brandt explained. “We choose someone to speak and act for the group. It’s the same way Australians elect people to government—by voting for representatives.”

The next day, the candidates gave their speeches. Ruby wanted a big sports tournament. Nathan suggested a trivia contest and talent show. Malik proposed a community service day followed by a BBQ. Olivia offered a bush-themed picnic with outdoor games, storytelling, and skits performed by the students.

Everyone clapped politely after each speech. Olivia spoke last.

“I believe our end-of-term celebration should be fun—but also inclusive. Something that brings everyone together, not just the sporty or the musical kids. I think we could do something where each of us has a part to play. That’s what real leadership is about—cooperating with others.”

Mrs Brandt beamed. “Beautifully said.”

That afternoon, students designed posters and campaign slogans. Malik’s said, “*Serve before Self!*” Ruby’s read, “*Let’s Get Active!*” Olivia’s was simple: “*Every Voice Matters.*”

On Wednesday, the classroom was set up like a real polling place. Mrs Brandt had created cardboard booths for privacy. Each student received a pretend voting paper and lined up to vote one at a time. They wrote the name of the candidate they thought would make the best captain and placed it into the ballot box.

Later that morning, the votes were counted. Mrs Brandt tallied the results on the board. Olivia had won—with just **one vote more than Malik!**

“Every vote counted,” said Mrs Brandt. “That’s why we have secret ballots in a democracy—to protect fairness and help everyone feel safe to share their view.”

Olivia stood at the front. “Thanks, everyone. I don’t want to plan this celebration by myself—I want to hear your ideas. Let’s work together.”

Mrs Brandt nodded. “And that’s what democracy looks like: people sharing ideas, listening, and making decisions together.”

Later that week, Mrs Brandt gave a short civics talk. “In Australia, we vote to choose members of Parliament. This happens at the **local, state, and federal levels**. It’s called **compulsory voting**—everyone over 18 must vote. We also use a **preferential voting system**, where people number their preferences. This helps find a result that the majority supports.”

Nathan raised his hand. “Why is democracy better than just having one person in charge?”

“Because it allows everyone to take part,” said Mrs Brandt. “It’s based on freedom, respect, and cooperation. People have different views—but we work together to find the best way forward. And our leaders are accountable to us, the voters.”

That weekend at church, Olivia’s pastor spoke about choosing deacons and elders. He read from Acts 6, where the early church selected seven men to serve the community fairly.

“The apostles said: ‘Choose seven men from among you who are known to be full of the Spirit and wisdom...’ and the people selected them.”

Olivia smiled. “Even in the Bible, people voted for leaders.”

Her mum nodded. “Yes, and it was based on wisdom, service, and working together—just like you said in your speech.”

The following week, Olivia began leading the planning. She held a meeting and said, “Everyone gets a job. Ruby, would you like to organise games? Malik, can you plan the food? Nathan, will you do decorations?”

She listened to suggestions and let the group vote on small details like where to hold the event and what music to play. It wasn’t always smooth—some kids disagreed, and others wanted their way. But Olivia kept reminding them, “This celebration belongs to all of us.”

Finally, the day arrived. The field was decorated with string lights and paper gum leaves. There were laughter-filled games, a group skit, shared food, and lots of thank-yous.

At the end of the celebration, Mrs Brandt whispered to Olivia, “You’ve led like a real servant leader—by listening, including others, and making room for all voices. That’s what democracy should look like.”

C) Narration Activity

Ask:

“Can you tell me the story of Olivia’s election? What did she say in her speech? Why did her leadership style help the whole group work together?”

Encourage the child to retell as much as they remember. Prompt if needed.

D) Reflective Thinking Questions

F–2:

- What is voting?
- Why did Olivia want to include everyone in her plan?
- How did the class choose their captain?

Years 3–4:

- What does democracy mean?
- Why do we use secret ballots in elections?
- What happened when the group planned the celebration together?

Years 5–6:

- What is a representative democracy, and how does it help people cooperate?
 - Why is Olivia’s leadership a good example of democratic responsibility?
 - What does this story teach us about fairness, teamwork, and shared decisions?
-

E) Activity - Run a Mock Election

Tutor Instructions:

Say:

“Let’s run our own mock election to see how democracy works in practice. Everyone will get a voice, and we’ll use voting to choose fairly.”

F–2:

- Choose a simple class decision (e.g., Which book to read next? What snack to have?).
- Write or draw choices on slips of paper.
- Have each student vote in a private booth (e.g., behind a folder) and place their vote in a box.
- Count the votes and celebrate the winning choice.

Years 3–4:

- Nominate 2–3 ideas for a small group activity or privilege (e.g., movie afternoon, science experiment).
- Hold a vote using secret ballots.
- Discuss how the voting process helped the group make a fair decision.

Years 5–6:

- Assign roles: election officer, candidates, voters.
- Candidates prepare and deliver short speeches with their idea for a class improvement or event.
- Use **preferential voting**: students number their preferences.
- Tally the votes and reflect on how the system ensures the winner has broad support.
- **Optional Extension:** Research how voting works in another country and compare it with Australia's system.

F) Biblical Connection – Choosing with Wisdom and Cooperation

Read aloud or summarise:

“In Acts 6:3, the early church leaders said: *‘Choose seven men from among you who are known to be full of the Spirit and wisdom.’* The believers worked together to select good leaders who could serve the community well.

In a democracy, we do something similar. We vote for leaders who will listen, serve, and act wisely. It's not about power—it's about responsibility, cooperation, and care.”

Ask:

“What can we learn from Olivia and the early church about choosing leaders? How can we use our voices—not just to speak—but to listen and build up others?”

Optional Extra Lesson – Why Do We Have Laws and Rules?

Curriculum Codes:

- **Foundation–Year 2:** AC9HSFK02, AC9HS1K02, AC9HS2K02
- **Years 3–4:** AC9HS3K06, AC9HS4K07,
- **Years 5–6:** AC9HS5K07, AC9HS6K07

Topic: The purpose of laws and rules in Australian communities

Christian Theme: Cooperation through order, fairness, and shared responsibility

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about **laws and rules**. Why do we need them? What would happen if there were no rules? What’s the difference between a rule and a law? We’ll listen to a story that shows what happens when people make their own rules—and what happens when no one follows them. Then we’ll talk about how laws help communities work together fairly.”

B) Informational Story – “No Rules at Bellbird Creek”

Bellbird Creek was a small town surrounded by gum trees and rolling hills. The people there were kind and hardworking—but they were also very independent. One day, the mayor, Mr Jenkins, had an idea.

“At the next town meeting,” he declared, “we’re going to try something different. What if we had **no rules** for a whole week? Let’s see what happens!”

At first, the people laughed. “No rules? That sounds fun!” they said.

On **Monday**, the fun began. The bakery sold doughnuts for breakfast, lunch, and dinner. The schoolchildren rode bikes through the halls and ate ice cream on their books. The local park turned into a waterslide made from tarps and hoses. Even the mayor slid down in his suit!

By **Tuesday**, things were still exciting—but a bit messier. The streets were full of litter because no one felt like using the bins. The library turned into a disco. Dogs ran through the butcher shop. A few people argued over who got to park closest to the bakery.

On **Wednesday**, things got worse. With no rules, some shopkeepers raised prices sky-high. A family filled a trolley with groceries and didn’t pay—“There’s no rule saying we must!” they laughed. The footy oval was taken over by a group who refused to share.

Children stopped going to school. Drivers ignored speed signs. Loud music played all night. Some people started staying indoors.

By **Thursday**, the town was in chaos. Fights broke out. No one felt safe. The mayor’s dog went missing, and no one helped him look.

Finally, on **Friday**, the mayor stood in the town square. He looked tired. “I think we made a mistake,” he said. “Without rules, we don’t have freedom—we have confusion.”

A quiet voice called out from the back. It was young Isla from Year 4. “We need rules to protect us and help us live together. But they should be fair and kind.”

The mayor nodded. “Yes. Rules aren’t meant to make life boring. They’re meant to help us cooperate.”

So on **Saturday**, the town met again and wrote some **new rules**—together. They agreed to:

- Take turns and share
- Keep places clean
- Drive safely
- Help those in need
- Speak kindly, even when they disagree

They even added a special town motto: “*We live freely when we live fairly.*”

From that day on, Bellbird Creek still had plenty of fun—but now with peace and order. The bakery limited doughnuts to one per person (unless it was your birthday). The school had a new bike rack. And best of all, the town worked together to make rules that worked **for everyone**.

C) Narration Activity

Ask:

“Can you tell me what happened at Bellbird Creek when they had no rules? What changed by the end of the week? What did the town learn about cooperation and fairness?”

Encourage your child to summarise the story in their own words. Prompt with:

- “What was fun at the start?”
 - “What started to go wrong?”
 - “Why did they decide to bring rules back?”
-

D) Reflective Thinking Questions

F–2:

- What is a rule?
- Why did Bellbird Creek try having no rules?
- What happened when people didn’t follow any rules?

Years 3–4:

- What is the difference between a rule and a law?
- Why did things start going wrong in the story?
- How did the people cooperate to make things better?

Years 5–6:

- Why are laws important in a free society?
- How can laws protect both individuals and communities?

- How does cooperation help when making and following rules?
-

E) Activity – Design Your Own Class or Family Rules Charter

Tutor Instructions:

Say:

“Let’s design our own set of rules to help us cooperate and live well together—just like the people in Bellbird Creek.”

F–2:

- Fold a piece of paper in half. On one side, draw “What happens with rules” and on the other, “What happens without rules.”
 - Discuss and draw examples (e.g. waiting your turn, sharing toys, crossing roads safely).
 - At the bottom, write or dictate a class or family rule: “We help each other by…”
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Years 3–4:

- Create a “Rules Charter” with 4–6 simple, fair rules for your home, group, or learning space.
 - Use headings: *Respect*, *Safety*, *Fairness*, and *Kindness*.
 - Add symbols or drawings to represent each rule.
 - Discuss how each rule helps the group cooperate.
-

Years 5–6:

- Write a **mini law code** for a fictional town or classroom (5–8 rules).
 - Include:
 - A brief **preamble** (e.g. “To keep our space safe, kind, and fair…”)
 - A list of fair and clear rules
 - A short paragraph titled “**Why We Need Shared Laws**” explaining the purpose of law in society
 - **Optional Extension:** Research a real law in Australia and write a brief explanation of why it exists and how it helps people cooperate.
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F) Biblical Connection – God’s Law and Living Together Peacefully

Read aloud or summarise:

“In the Bible, God gave His people laws—not to control them unfairly, but to help them live together well. In Romans 13:10, it says, ‘Love does no harm to a neighbour. Therefore, love is the fulfilment of the law.’”

God’s laws, like the Ten Commandments, show how to love God and love people. They help protect the weak, guide the strong, and remind us to treat each other with kindness and fairness.”

Ask:

- “What rules help you feel safe?”
- “How can we follow God’s way of loving others through the rules we make and follow each day?”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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Lesson 10 – The Story of Quong Tart

Curriculum Area: HASS (History and Civics) AC9HS6K01

Christian Theme: Cooperation and kindness between cultures

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about a real person from Australia’s history—someone who showed that kindness, generosity, and cooperation can bridge cultural divides. His name was **Quong Tart**, and he was a Chinese businessman in Sydney during the 1800s. At a time when people were suspicious of those from other backgrounds, Quong Tart became one of the most respected and loved people in New South Wales.

Let’s read his story and see how God can use one person’s love for others to make a big difference.”

B) Informational Story – “The Gentle Mandarin of Sydney”

Mei Quong Tart was born in 1850 in a small village in Canton, southern China. Life was hard in his home province. His family, like many others, hoped for a better future. Quong Tart often listened to his uncle's stories about a distant land where gold had been found—Australia. Letters home described rivers of opportunity and a place where even poor families could make a new start.

So, when Quong Tart was just nine years old, he set sail with his uncle for the goldfields of New South Wales. The sea journey was long, crowded, and difficult, but Quong Tart was full of curiosity and wonder. When they arrived, they joined thousands of other Chinese workers near Braidwood, digging and panning for gold in the muddy creeks.

At that time, some European settlers viewed the Chinese with suspicion and prejudice. They looked different, spoke another language, wore unfamiliar clothing, and held different customs. Chinese miners were sometimes pushed to the edges of society. But young Quong Tart’s gentle nature and friendliness soon made him stand out.

One day, he wandered into the home of a local Scottish family—the Simpsons. Instead of turning him away, they welcomed him in. Over the months and years that followed, Quong Tart became like a son to them. He learnt to speak perfect English with a Scottish accent, read Shakespeare, played the piano, and even attended Presbyterian church with the family.

This unique upbringing meant that Quong Tart had a foot in two worlds. He respected and loved his Chinese heritage, but he also understood Australian customs and values. As he grew older, he realised how powerful **cooperation** could be—bringing different people together in peace.

Quong Tart became a successful businessman in Sydney. He opened a chain of elegant tea rooms, which were among the most refined and popular venues in the city. These tearooms had plush carpets, marble counters, chandeliers, mirrors, and even grand pianos. But they weren't just about fancy décor—they became spaces where people from all walks of life gathered: rich and poor, women and men, artists and workers, Australians and immigrants.

But Quong Tart didn't just serve tea. He served his community.

- He paid his workers fairly—His was one of the first businesses to provide **paid sick leave**.
- He hired **women in leadership roles**, believing they were capable and wise.
- He provided **free meals** to the poor and opened his tearooms to those who felt lonely.
- He donated generously to **charities, hospitals, schools, and orphanages**.
- He spoke out publicly against **racism**, writing articles and giving speeches urging Australians to treat Chinese migrants with dignity and fairness.

In today's world many social activists try to change the world through name-calling-insults, violence, and division. However, Quong Tart believed that kindness was more powerful than division. He once said, *"If you treat others with honour, most will respond with friendship."*

In 1881, he travelled back to China to visit his homeland. While there, he was received with great honour by Chinese officials. The Emperor awarded him the title of **Mandarin of the Fifth Degree**, recognising his success and service abroad. Yet Quong Tart chose to return to Australia—his second home.

When he came back, he continued to act as a bridge between China and Australia. He invited government leaders to his tearooms, hosted concerts to raise money for missionaries and orphans, and encouraged cultural understanding between East and West.

In public life and church gatherings, Quong Tart reminded people that **all human beings are made by God** and deserve kindness and honour. Though some people still held prejudice, many came to admire and respect him deeply.

But tragedy struck in 1902. Quong Tart was attacked during a robbery at one of his tearooms. The injuries were serious, and though he received care, he never fully recovered. He passed away later that year.

His death sparked widespread public mourning. Thousands attended his funeral. Newspapers called him **"a noble-hearted gentleman"** and **"the kindest man in Sydney."** People from all backgrounds—European, Chinese, rich, poor, religious and non-religious—came to honour a man who had lived for others.

Today, Quong Tart's name may not be as well-known as prime ministers or generals, but his legacy still echoes through Australian history. Some of his tearoom buildings still stand. Streets and plaques bear his name. And in the memory of Sydney's past, he remains a symbol of peace and kindness.

He had once been a small boy from a distant village—laughed at and distrusted—but he became a **bridge between nations**. His life shows us that one person, when led by love, can change the way a community thinks.

And that kind of cooperation—the kind that brings people together across cultures—is exactly the kind God calls us to practise every day.

C) Narration Activity

Ask:

“Can you retell the story of Quong Tart in your own words? Where was he from? What made him special? What did he do in Australia to help others?”

Encourage your child to recall events in order. Prompt gently with: “What did he do in Sydney?” or “How did he treat people from different backgrounds?”

D) Reflective Thinking Questions

F–2:

- Where did Quong Tart come from?
- What kind things did he do in his tea rooms?
- How did Quong Tart show love to others?

Years 3–4:

- How did Quong Tart help bring people from different cultures together?
- Why do you think people respected him?
- What does it mean to be a peacemaker?

Years 5–6:

- How did Quong Tart’s upbringing help him understand both Chinese and Australian communities?
 - In what ways did he use his position to challenge injustice?
 - What can Christians learn from Quong Tart about loving outsiders and working across differences?
-

E) Activity – Historical Timeline of Quong Tart’s Life

Tutor Instructions:

Say:

“Let’s create a timeline of Quong Tart’s life so we can see the important events and how he used each season to do good and show cooperation.”

F–2:

- Give students a strip of paper folded into five sections.
- Help them draw or label:
 - Born in China
 - Goldfields
 - Tea Rooms
 - Helping others
 - Passed away, honoured

Years 3–4:

- Create a horizontal timeline on A4 or A3 paper.
- Include dates:

- 1850 (birth)
- 1859 (came to Australia)
- 1881 (trip to China)
- 1902 (death)
- Add drawings or short captions under each point.

Years 5–6:

- Construct a detailed timeline with seven or more events, including:
 - Birth and arrival in Australia
 - Scottish family influence
 - Opening tearooms
 - Charity work
 - Advocacy against racism
 - Trip to China and receiving Mandarin title
 - Death and public honour
- **Extension:** Write a paragraph titled: “*How Quong Tart Used His Life to Build Bridges*”

Optional Co-op Extension:

Create a mural or class poster with the title “*Peacemakers in History*” and include Quong Tart alongside biblical and modern examples (e.g., William Wilberforce, Corrie ten Boom, Martin Luther King Jr).

F) Biblical Connection – Blessed Are the Peacemakers

Read aloud or summarise:

“Jesus said in Matthew 5:9, ‘*Blessed are the peacemakers, for they will be called children of God.*’

Quong Tart was a peacemaker. He didn’t let cultural barriers stop him from loving others. He treated his workers fairly, welcomed strangers, and stood up against injustice. Even when people were unkind to Chinese migrants, he responded with generosity and grace.

That’s what God calls us to do too—cooperate, listen, and love others, especially those who are different from us.”

Ask:

“How can we be peacemakers like Quong Tart this week? Who around us needs love and kindness?”

Lesson 11 – Australia & Asia

Curriculum Codes: AC9HS6K04; AC9HS6K05

Topic: Australia’s connections with Asia through people, trade, and culture

Christian Theme: Cooperation between nations and peoples

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to explore how Australia is connected with its neighbours in Asia. These connections include people, travel, trade, and culture. One of the people who helped build these connections was Quong Tart, whom we learned about last lesson. In today’s story, you’ll hear about the time he travelled to China in 1881 and how his journey strengthened understanding between cultures.”

B) Informational Story – “From Sydney to China and Back Again”

The year was 1881, and Sydney’s harbour was bustling. Steamships groaned, sailors shouted, and passengers hugged their families goodbye. At Circular Quay, a well-dressed man with a long dark coat, a full beard, and a steady gaze boarded the **S.S. Tsinan**, bound for China.

It was **Mei Quong Tart**, the popular Sydney tea merchant. He wasn’t going for business. He was going home—to China—for the first time in over 20 years.

As the ship set sail, Quong Tart stood on the deck, watching the sun set behind the city skyline. He had come to Australia as a nine-year-old boy. Now, as a respected businessman and community leader, he was returning to reconnect with his roots, visit family, and build stronger ties between China and Australia.

The ship travelled north past Brisbane, then turned northeast, crossing the Coral Sea. The air grew humid and warm. Quong Tart kept a leather-bound journal during the voyage, recording observations of flying fish, deep blue waves, and the stories of fellow passengers—missionaries, merchants, and migrants. At every meal, he took time to speak with strangers and hear their tales.

After several weeks at sea, the **S.S. Tsinan** docked at **Hong Kong**, a busy British-controlled port. Then the voyage continued up the coast to **Canton (now Guangzhou)**. As the ship approached the **Pearl River**, Quong Tart saw the green mountains of his homeland rising in the mist like ancient guardians. His heart swelled with emotion.

When he stepped ashore, crowds gathered. Word had spread that the “Christian Mandarin of Australia” had returned. Though he had been born in a poor village, he now walked with dignity, bringing with him honour and respect from a distant land. Local officials, scholars, and merchants greeted him with ceremony and offered him lodging and refreshment.

He travelled by boat and rickshaw through the narrow streets of Canton, filled with the scent of incense, spices, and sizzling dumplings. Children played in dusty courtyards. Monks rang bells. Market stalls overflowed with silk, porcelain, herbal remedies, scrolls, and steaming rice cakes.

At last, he reached his family’s village, nestled in a green valley. His relatives gathered to meet him, many with tears of joy. He bowed deeply to his elders. He presented gifts—Australian wool, tins of fine tea, and

photographs of Sydney's sandstone buildings. In return, they gave him robes of honour, family heirlooms, scrolls of calligraphy, and a **Mandarin's hat** embroidered with gold thread.

One day, Quong Tart was invited to meet with high-ranking officials of the **Qing Dynasty government**. They had heard of his work in Sydney—his fair business practices, his compassion for workers, and his advocacy for justice. They were impressed that a Chinese man living abroad had earned the respect of both Chinese and Western people. They awarded him the title of **Mandarin of the Fifth Degree**—a rare honour for someone living overseas.

Quong Tart accepted the title with humility. "I do not wear this for glory," he said, "but as a bridge between peoples. Let it remind us that Australia and China are neighbours—not enemies—and that friendship is more powerful than fear."

He spent the next several weeks travelling through **southern China**, visiting **tea plantations**, **Christian schools**, and **churches**. He met both **Chinese missionaries** and **European missionaries**, learning from their work and sharing about his life in Australia. He encouraged churches to care for the poor and to practise generosity without pride.

As he prepared to leave, Quong Tart wrote in his journal: *"I have returned home, and yet I belong in two places. I carry both cultures in my heart. May they never be at war, but always learning from each other."*

On the voyage back to Sydney, he brought gifts—**Chinese hymnbooks** for his church, **herbal recipes** for healing, **calligraphy scrolls**, and handmade fans. He also carried stories, insights, and a renewed vision for cultural cooperation.

When he arrived in Sydney, he added touches of China to his elegant tearooms. Dragon carvings appeared on the walls. Chinese scrolls and vases were placed beside velvet curtains and marble counters. The music of the piano mixed with the gentle rattle of porcelain teacups.

He began giving public lectures about China. He told Australians about the kindness he had received, the wisdom of Confucian teachings, and the growing Christian churches in the East. He urged his listeners not to fear China or its people, but to build friendships and find common values.

At church one Sunday, his pastor invited him to speak. "I found," said Quong Tart, "that the God of heaven works across oceans. He sees no barrier between Chinese and Australian, rich and poor, old and young. Wherever we are, we are neighbours."

In a time when newspapers stirred **fear of foreigners**, Quong Tart modelled something better: **hospitality, honour, and hope**. He reminded people that cooperation was not weakness, but wisdom.

His journey became part of his legacy—a step toward an Australia that valued its neighbours, learned from other cultures, and opened its heart to the world.

C) Narration Activity

Ask:

"Can you tell me what Quong Tart did in 1881? Where did he go? Why did he go to China? What did he learn and bring back with him?"

Let your child speak freely. Prompt if they forget details: "Who gave him a special title?" or "What did he bring back?"

D) Reflective Thinking Questions

F–2:

- What places did Quong Tart visit?
- What kind of people did he meet?
- What did he bring back to share with others?

Years 3–4:

- Why did Quong Tart go to China?
- What does it mean to be a ‘bridge’ between two cultures?
- How did Quong Tart show respect and cooperation?

Years 5–6:

- What can we learn from Quong Tart about international friendship and diplomacy?
- How did his journey to China build bridges—not just of trade, but of understanding?
- Why is it important for Christians to show respect to people of different backgrounds, even when cultures differ?
- What attitudes helped Quong Tart be welcomed both in China and in Australia?

E) Activity – Map Quong Tart’s Journey

Tutor Instructions:

Say:

“Let’s draw a map to trace Quong Tart’s journey to China and back in 1881. This will help us understand how people travelled, and how Australia is connected to Asia.”

F–2:

- Use a blank outline map of Australia and nearby countries.
- Draw a boat sailing from Sydney up to China with arrows.
- Colour in Australia and China and label both countries clearly.

Years 3–4:

- Draw or label a map with the following locations:
 - Sydney
 - Brisbane
 - Coral Sea
 - Papua New Guinea
 - Hong Kong
 - Canton (Guangzhou)
- Use arrows to show the outward and return journey.
- Include a map key and brief labels for each place.

Years 5–6:

- Create a detailed map and illustrated timeline side-by-side.
 - Include dates, stopovers, and brief notes on each leg of the journey.
 - Add small illustrations: e.g. Chinese lantern, tea leaves, boat, and flags.

- **Extension Task:** Write a *first-person journal entry* from Quong Tart’s perspective as he arrives in Canton, describing the sounds, smells, feelings, and people.
 - **Optional Extension:** Research and report on a current cultural or trade link between Australia and an Asian country (e.g., education exchange, food exports, humanitarian partnerships).
-

F) Biblical Connection – God’s Heart for All Nations

Read aloud or summarise:

“Revelation 7:9 gives us a picture of heaven:

‘There before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb.’

God’s kingdom includes people from every culture. Quong Tart’s journey reminds us that it is good to learn from others, travel wisely, and build bridges of understanding. As Christians, we are called to love our neighbour—even when that neighbour lives across the sea.”

Ask:

“How can we be good neighbours to people from other countries or cultures? What can we learn from Quong Tart’s example?”

Lesson 12: Experiences of Asian Migrants

Theme: Cooperation

Character Trait Focus: Cooperation – Working together with others for a common good

Australian Curriculum v9 Content Descriptions Covered

- **AC9HS1S01 (F–2):** Pose questions about past and present objects, people, places and events.
 - **AC9HS2S04 (Years 1–2):** Draw conclusions and make decisions in relation to questions posed.
 - **AC9HS3K01 (Years 3–4):** Describe the diverse cultural, religious and/or social groups to which they and others in the community belong.
 - **AC9HS3K02 (Years 3–4):** Identify individuals, events and aspects of the past that have significance in the present.
 - **AC9HS4K09 (Years 3–4):** Describe the experiences and contributions of people in Australia’s past.
 - **AC9HS6K03 (Years 5–6):** Describe the experiences of different groups in Australia, including migrant groups, and the contributions they made to Australian society.
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A) Introduction (Tutor Instructions)

Say aloud to your child/children:

“Today we are going to learn about people who came to Australia from Asia – countries like China, Vietnam, and the Philippines – and how they helped shape our communities. We’ll hear a story that shows how different cultures worked together, especially when they cooperated and shared ideas. Let’s listen carefully to a story about one girl’s family and how they brought something special to their new home in Australia.”

B) Informational Story – “Lan’s Lanterns”

Lan sat at the kitchen table, her feet swinging above the floor as she dipped a small paintbrush into gold ink. All around her were colourful papers, some cut into shapes, others folded like little fans. “Is it almost ready, Mum?” she asked eagerly.

Her mum smiled. “Almost. You’re making your great-grandmother proud with those lanterns.”

Lan’s family had arrived in Australia ten years ago from Vietnam. She was born here, but her parents and grandparents still spoke Vietnamese at home. They brought their food, music, and stories from the other side of the sea. This week, they were preparing for *Tết*, the Vietnamese Lunar New Year, and they were going to share it with the whole town. Tet is short for **Tết Nguyên Đán** ([chữ Hán: 節元旦](#); lit. 'Festival of the first day'), is the most important celebration in [Vietnamese culture](#). Tết celebrates the arrival of spring based on the [Vietnamese calendar](#) and usually falls on January or February in the [Gregorian calendar](#).

Lan’s town, Redgum, wasn’t very big. There was one main street, a small park, and a school where everyone knew each other. Most of the kids had never heard of *Tết*. So, when Lan’s family was invited to set up a booth at the community multicultural festival, they were both excited and nervous.

Lan’s grandmother, Bà, had an idea. “Let’s teach them how to make lanterns, just like we did in Hanoi.”

On the day of the festival, Lan wore a bright red áo dài with golden flowers stitched down the side. Her dad cooked rice paper rolls on a portable stove while her mum arranged mango slices and sticky rice in neat little portions. Bà brought out bundles of tissue paper, glue, scissors, and gold ink.

As the first group of children arrived, Lan showed them how to fold and shape the paper. At first, the children struggled. Some ripped the paper. Others glued the wrong sides. But instead of giving up, they helped one another, laughing and encouraging each other. Bà clapped her hands. “This is how you celebrate – not just with decorations, but by working together.”

Lan smiled as she watched her classmates talk to Bà, who spoke in halting English but smiled brightly. One boy said, “I want to come to your house next time!” Another girl asked, “Can you teach my mum to make this food?”

Later that night, the mayor stood on stage, holding one of the lanterns the children had made. “These lanterns,” he said, “remind us of the beauty that different cultures bring when we share and cooperate.”

Lan beamed. She had always felt a little different – her lunchbox smelled different, her parents spoke another language, and her stories weren’t the same as the others. But today, being different felt like a gift.

As they packed up, Bà said softly, “You helped them see who we are. And they showed us who they are too. That’s how neighbours grow.”

That night, lanterns still glowed in the park, and Lan thought to herself, “Maybe next year, we’ll help even more families celebrate *Tết*. Together.”

C) Narration

Tutor Instruction:

Say to your child/children:

“Can you tell me in your own words what happened in the story about Lan and her family? What did they do at the festival? What did other children learn from them?”

(Allow the child to retell the story. Prompt if needed: Who is Lan? Where did her family come from? What did they bring to the festival? How did people cooperate together?)

D) Reflective Thinking Questions

Ask your child the questions below based on their level. Choose a few or all depending on your lesson time.

Foundation to Year 2

- What special celebration did Lan’s family share?
- What did the children learn to make?
- How did the children help each other?
- What does it mean to be a good friend to someone who is different?

Years 3 & 4

- What are some ways Lan’s family shared their culture with others?

- Why was the festival important for both Lan's family and the community?
- Can you think of something your family could share that is special?
- How did cooperation make the lantern-making more fun and successful?

Years 5 & 6

- What challenges do migrant families like Lan's face when they move to a new country?
- How did Lan's family contribute to Australian society through the festival?
- Why is it important for different cultures to share their traditions in a community?
- How can cooperation between different cultural groups make a society stronger?

E) Hands-on Activity Options

Choose one or more of the following activities depending on age group and available resources. One is suitable for all ages.

Option 1 – Make Your Own Paper Lantern (All Ages)

Materials:

- A4 coloured paper
- Scissors
- Glue or stapler
- Ruler & pencil
- String (optional for hanging)

Instructions:

1. Fold the paper lengthwise.
2. Draw a line 2 cm from the edge along the long side.
3. From the fold, cut slits every 2 cm up to the line (but don't cut through!).
4. Unfold, curl the paper into a cylinder, and glue/staple ends.
5. Add a handle or string if you wish to hang it.
6. Decorate with drawings or Vietnamese patterns.

Say to students:

“Just like Lan's town did, let's cooperate as we each make a lantern and then hang them together!”

Option 2 – Interview a Migrant (Years 5–6)

Instructions for Tutor:

Ask your student to interview a family member, neighbour, or community member who migrated from another country.

Questions might include:

- What country did you come from?
- Why did you move to Australia?
- What traditions or food did you bring with you?
- What helped you feel welcomed?

Have students present what they learned through a short oral report or illustrated poster.

Option 3 – Recipe Swap and Tasting Day (Years 3–6)

Instructions:

- Ask each child to bring or write down a simple recipe from their family’s culture.
- As a group, share and discuss the foods.
- Optionally, cook or bring a sample to taste.

Reflection: How does food help people connect?

Option 4 – Community Map with Cultural Icons (F–2)

Instructions:

- Draw a simple map of your town or area.
 - Add houses, schools, and shops.
 - Then draw small pictures of where different cultures are represented (e.g., Vietnamese food shop, Chinese restaurant, Indian neighbours).
 - Talk about how all these cultures work together.
-

F) Biblical Connection & Wrap-up

Say to your child/children:

“In the Bible, God tells us to welcome the stranger and care for people from other places. In Leviticus 19:34 it says, ‘The foreigner residing among you must be treated as your native-born. Love them as yourself.’ Jesus also showed love to people from many different nations.”

“Lan’s family shared their culture with love, and the other children cooperated and joined in. That’s a beautiful picture of how God wants us to live — as neighbours, sharing what we have, learning from others, and working together in peace.”

Prayer Suggestion:

“Dear Lord, thank You for all the different kinds of people in our country. Help us to welcome others, to listen, and to help others to be a part of our Australian culture. Teach us to be kind and cooperative like Jesus. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 5

SACRED SPACES & MEMORIALS

Lesson 13 – Church Buildings & Art Galleries

Curriculum Codes:

- **Foundation:** AC9HSFS03 – *Identify how places, people and events are commemorated in communities.*
 - **Year 2:** AC9HS2K01 – *The history of a significant site or part of the local community.*
- Christian Theme:** Cooperation in honouring what is sacred and beautiful
Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“This week, we’re going to explore **sacred spaces** and places where people remember or celebrate important things. Today’s focus is on **church buildings** and **art galleries**—places where communities come together to honour God, remember history, enjoy beauty, and cooperate in creative or spiritual ways.

You’ll hear a story about two children who visit both a church and an art gallery and discover how these places bring people together in meaningful ways.”

B) Informational Story – “*The Bells and the Brushstrokes*”

Sophie and Eli were cousins who lived in the same town but went to different schools. One Saturday, their homeschool co-op organised a special excursion: a visit to the oldest church in town followed by a tour of the local art gallery. Sophie was excited. She loved drawing and had a sketchpad ready in her backpack. Eli wasn’t so sure. “Church buildings are just old and quiet,” he muttered. “And I don’t even know what an art gallery is.”

Their co-op tutor, Mrs Nguyen, smiled. “We’re going to learn how both places help us remember, celebrate, and create together.”

First stop: St Stephen’s Church. The big wooden doors creaked open, and the children stepped inside. It was cool and quiet. Sunlight poured through stained-glass windows, making rainbow patterns on the stone floor. Sophie gasped. “It’s like a castle of colour!”

The minister, Rev. Anna, greeted them. “Welcome to our church,” she said. “This building is over 120 years old. But more important than the bricks and glass is what happens here—people pray, sing, listen, and serve.”

She showed them the pulpit, the organ, and a small cross made from wood brought from Jerusalem. “This is a sacred space. That means people come here to be near God and to worship together.”

“Do you have to whisper all the time?” Eli asked.

Rev. Anna chuckled. “Not always. On Sundays, it’s filled with music and children’s voices.”

As they walked, they noticed banners sewn by members of the church—each one showing parts of the Bible story. Sophie traced the pattern of Noah’s ark with her finger. “Did people sew this together?” she asked.

“Yes,” said the minister. “It took many hands and many months. That’s what sacred art is—it’s made together, for a holy purpose.”

They even visited the church bell tower. A spiral staircase led them up, past dusty stone walls and iron railings. At the top, the great bell hung in silence. “On special days, we ring it to call the community to worship,” Rev. Anna explained. “It reminds us that we’re all part of something bigger.”

Eli stared out the window at the view below—the houses, the park, the roads stretching into the distance. “It’s peaceful up here,” he said. “I think I like it.”

After lunch, the group walked to the Baroondah Art Gallery. Inside, walls glowed with colour—paintings, sculptures, photographs, even a huge mural made of bottle caps and wire. Eli stared. “Whoa. This is cooler than I thought.”

Their guide, Mr Santiago, pointed to a large painting of a campfire surrounded by people. “This was painted by local artist Aunty Rachel, a Wiradjuri elder. It shows how people gather to tell stories. Art can be sacred too—it helps us remember who we are.”

They walked through rooms filled with landscapes, portraits, and abstract shapes. Some paintings made them smile. Others made them think. One showed a group of children planting trees in a burnt forest. “This one’s about hope,” Mr Santiago explained. “After the bushfires, people came together to restore the land.”

In the next room, a sculpture made of twisted driftwood and river stones caught Sophie’s eye. “It’s like a wave frozen in time,” she whispered. “Do artists always make things that mean something?”

Mr Santiago nodded. “They try. Sometimes it’s about beauty. Sometimes it’s about memory. Sometimes it’s just a way to say what words can’t.”

Sophie pulled out her sketchpad. She drew a picture of the church’s rainbow windows and another of the campfire painting. Eli leaned over. “Can I help?”

Together, they created a drawing of people building something side by side—a church, a mural, a garden, a community. They drew hands of different sizes planting seeds and painting walls. They added musical notes, a cross, and swirling stars. It became their own picture of cooperation and celebration.

On the way home, Mrs Nguyen asked, “What did you learn today?”

“That church buildings aren’t just quiet—they’re full of love and stories,” said Eli.

“And that art galleries are places where people create and share,” said Sophie.

“Exactly,” said their tutor. “Both places are shared spaces where people cooperate to honour God, to remember, and to imagine.”

That night, Eli and Sophie helped their families tidy up after dinner. “Can we make a banner like the one at the church?” Sophie asked. “One with colours and verses?”

Their parents smiled. “Let’s do it together.”

In their living room, with fabric scraps, paints, textas, and Bible verses printed on paper, they began their own sacred project—stitching, drawing, and cooperating—just like the people they saw that day.

By the end of the weekend, they had created a bright, joyful banner that read, “Worship the Lord in the Beauty of Holiness.” It showed a tree of life surrounded by dancing children, painted churches, and folded hands.

They brought it to their next co-op gathering. The other children clapped. Rev. Anna came to visit and said, “This is worship too. You’ve made something beautiful for God—and you did it together.”

At school the following Monday, Sophie brought her sketchbook to show the other homeschoolers. Several students crowded around. “What’s this one?” asked Hannah, pointing to the drawing of the bell tower.

“That’s from St Stephen’s,” Sophie said. “We climbed right to the top. The minister said the bell calls the community to come together.”

“And what’s that one with the tree and the stars?” asked Max.

“That’s what Eli and I imagined—what happens when people build things together,” she replied. “A sacred space isn’t just a building. It’s what happens inside it.”

Later that week, their co-op tutor Mrs Nguyen brought in a photo album with images from other churches and galleries around Australia. They saw Aboriginal artwork in a desert chapel, glass mosaics in a coastal cathedral, and carvings made by children in a city mission centre.

“Every community has its own way of remembering what matters,” she said. “Art and faith, beauty and meaning—these help us grow strong as people, and strong together.”

Eli raised his hand. “So does that mean even a playground mural or a school concert could be sacred?”

Mrs Nguyen smiled. “If it helps people work together, honour truth, and love each other—then yes.”

C) Narration Activity

Ask:

“Can you tell me about Sophie and Eli’s visit? What did they see in the church? What did they see in the gallery? What did they learn about cooperation and community?”

Prompt as needed with:

- “What made the church beautiful?”
- “How did people help create the banners?”
- “What kind of art helped people remember things?”

D) Reflective Thinking Questions

F–2:

- What is a church?
- What do people do together in a church?
- How can we help make our church or home beautiful?

Years 3–4:

- Why are church buildings and art galleries important to a community?
- What does it mean when we call something a “sacred space”?
- How did Eli change his mind during the trip?

Years 5–6:

- How do sacred spaces like churches help people cooperate in worship and service?
- In what ways can art bring communities together?
- What does this story teach us about the role of shared creative spaces in society?

E) Activity – Create a Shared Sacred Space Banner

Tutor Instructions:

Say:
 “Let’s create our own banner or artwork like the one Sophie and Eli saw. It will be a symbol of working together to honour something good, true, or beautiful.”

F–2:

- Use paper or fabric to make a simple banner.
- Add hearts, crosses, handprints, or rainbow colours.
- Write or dictate a word or phrase like “God is Love” or “Together with Jesus.”

Years 3–4:

- Work as a group (or family) to design a banner that represents a sacred value: kindness, peace, forgiveness, or thankfulness.
- Include simple Bible verses, shapes, and colour blocks.
- Hang it in your homeschool area or church.

Years 5–6:

- Design a more detailed banner or poster to represent the idea of sacred cooperation—people building, praying, or creating together.
- Include both words and symbols.
- **Optional Extension:** Research a local church or gallery and create a short report or artwork inspired by it.

F) Biblical Connection – Making Space for God Together

Read aloud or summarise:

“In Exodus 35, Moses asked the people to bring offerings and use their gifts to build the Tabernacle—a

sacred space for worship. The people responded with joyful hearts. Some gave materials. Others sewed curtains, carved wood, or worked with precious stones. Everyone contributed something.

God still invites His people to **build and create** together—places of worship, places of art, and homes filled with love.”

Ask:

- “What gifts has God given you to use in our community?”
- “How can we help create places that honour God and help people feel welcome?”

Lesson 14: Concerts, Libraries & Funerals

Theme: The Character Trait of Cooperation – Working Together in the Community

Australian Curriculum v9 Content Descriptions Addressed

- **AC9HSFK01 (F):** Identify people, events, and symbols that are important to them and their community.
 - **AC9HSFK02 (F):** Identify ways they are connected to other people and places.
 - **AC9HSFK03 (F):** Recognise why some places are special and how they can be looked after.
 - **AC9HS2K01 (Years 1–2):** Describe the features of familiar places and how they are cared for.
 - **AC9HS3K02 (Years 3–4):** Identify individuals, events, and aspects of the past that have significance in the present.
 - **AC9HS5S01 (Years 5–6):** Develop appropriate questions to examine a familiar or unfamiliar historical context.
 - **AC9HS6S01 (Years 5–6):** Develop and modify questions to frame an investigation of the past.
-

A) Introduction (Tutor Instructions)

Say to your child/children:

“Today we’re going to learn about some important parts of our community — concerts, libraries, and funerals. These may seem like very different things, but they all have something in common: they bring people together in special ways. In each of these events, people often need to cooperate. We’ll read a story about a girl named Ava who sees how her town works together during these special events. Let’s listen carefully.”

B) Informational Story – “Ava’s Weekend of Togetherness”

Ava couldn’t believe how busy the weekend was going to be. Her mum handed her a printed schedule on Friday afternoon:

Friday evening: School Concert

Saturday morning: Library Working Bee

Sunday afternoon: Mr Jennings’ Funeral

Ava wrinkled her nose. “Are we really going to all of them?”

Mum nodded. “Each one is important in its own way. And we’re going to help out at each one too.”

Friday – The Concert

At school, Ava had practised for weeks with her class. She was part of the junior choir, and they were singing songs about Australia and friendship. The older students played violins, drums, and even a harp. Some parents brought baked goods for the supper afterwards, while others helped set up chairs and fairy lights in the hall. Ava’s dad was helping with sound equipment.

When Ava saw how many people were involved — teachers, parents, students — she started to understand that a concert wasn’t just for showing off. It was a way of bringing the whole community together.

Her choir sang beautifully, and the audience clapped and cheered. Ava felt proud, not just for singing well, but for being part of something bigger than herself.

Saturday – The Library

On Saturday morning, Ava and her family arrived early at the town library. The librarian, Mr Wu, had

invited everyone to a special Working Bee. The library needed cleaning, the garden needed weeding, and some new books needed to be sorted.

Ava worked with two other children, wiping down shelves and alphabetising picture books. She even found a copy of *The Hobbit* she wanted to borrow.

Mr Wu smiled. “A library is more than a place for books. It’s a place where people come to learn, read, and grow together. Thank you for helping.”

Some older kids planted new flowers outside. Others helped move tables or tidy the play area. Ava noticed that people of all ages were helping.

“Even though it’s not a concert,” Ava said to Mum, “this still feels like we’re working together.”

Sunday – The Funeral

Ava didn’t know Mr Jennings very well. He was an older man who had lived down the road. But he always waved when she walked her dog past his house. Mum said he used to teach music at the local high school and helped start the community garden.

When they arrived at the small church, people were already gathering. Some were sad, some were sharing memories. Ava helped hand out hymn sheets and put flowers on the pews.

During the service, different people stood up to say something kind about Mr Jennings. One person played a cello solo because Mr Jennings had once taught them. Another person read a poem about peace and legacy.

As they left the church, Ava felt a quiet sort of warmth in her heart. She said to Mum, “I didn’t know him much, but I’m glad we came.”

Mum nodded. “Funerals are not just for sadness. They’re for remembering. It’s a way the community cooperates to honour someone’s life.”

That night, Ava looked back on the weekend. A concert, a library, and a funeral. Three very different events — but each one had people coming together, each one needed people to help, and each one made her feel proud to be part of her town.

C) Narration

Tutor Instructions:

Ask your child to retell what happened in Ava’s weekend. Prompt with questions like:

- What three events did Ava go to?
- Who was working together in each event?
- How did Ava help?

Encourage them to use their own words. Foundation children may act it out with puppets or drawings, while older students can retell it aloud or in writing.

D) Reflective Thinking Questions

Foundation to Year 2

- What did Ava do at the concert?
- What is a library for?
- Who did the funeral honour?
- Why do we need to help each other at these events?

Years 3 & 4

- What do concerts, libraries, and funerals all have in common?
- How does cooperation make these events better?
- Why do we go to funerals even if we didn't know the person well?
- What do libraries and concerts tell us about our community?

Years 5 & 6

- What different roles did people play in each of the three events?
- Why do you think communities organise funerals and other gatherings together?
- How do these events help pass down values and memories?
- If you were investigating the role of concerts, libraries or funerals in community life, what questions would you ask elders or local leaders?

E) Hands-on Activity Options

Option 1 – All Ages: “Community Cooperation Mural”

Materials: Butcher paper, crayons or paints, scissors, glue

Instructions:

1. Create a mural showing people helping at a concert, library, and funeral.
2. Include people doing different roles (musicians, readers, gardeners, comforters).
3. Draw symbols for cooperation: joined hands, hearts, shared tools.
4. Display somewhere in your home or co-op space.

Option 2 – Plan a Mini Concert (Years 3–6)

Instructions:

- Organise a pretend or real mini-concert at home.
- Choose songs, assign roles (singers, instrument players, MCs).
- Design tickets, a program, and a poster.
- Reflect afterward: What did everyone contribute? What did we learn about working together?

Option 3 – Library Design Challenge (Years 5–6)

Instructions:

- Draw or build a model of your ideal community library.
- Include different spaces: reading zones, kids' areas, community rooms.
- Write a short paragraph: How would people cooperate in your library?

Option 4 – Memory Jar for a Loved One (F–2)

Instructions:

- Think of someone you love or someone special who has passed away.
 - Write or draw a memory on a small piece of paper.
 - Decorate a jar and place the memory inside.
 - Talk about how we remember people with love and honour.
-

F) Biblical Connection & Wrap-Up

Say to your child/children:

“In the Bible, we’re taught to live in community and to help one another. Romans 12:15 says, ‘Rejoice with those who rejoice, mourn with those who mourn.’ That means we celebrate together, like at concerts, and we care for others when they are sad, like at funerals.”

“Proverbs 11:25 also says, ‘A generous person will prosper; whoever refreshes others will be refreshed.’ Ava and her family helped in small ways — singing, cleaning, listening — and through their cooperation, they blessed others.”

“Whether it’s music, learning, or saying goodbye, God wants us to work together with kindness and love.”

Prayer Suggestion:

“Dear Lord, thank You for our community. Help us to be helpful and kind, to work with others in love, and to be part of special events that bring people together. May we always honour You in how we care for one another. Amen.”

Lesson 15 – The ANZACs

Curriculum Codes: AC9HS1S02; AC9HS2K01; AC9HS3K02

Christian Theme: Cooperation in national remembrance

Target Levels: Foundation to Year 6

Lesson Focus: How ANZAC Day helps communities remember, honour, and cooperate in service and reflection

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about the **ANZACs**—the brave men and women who served Australia and New Zealand during times of war. ANZAC Day is about remembering their courage and sacrifice, but also about working together as a nation to honour what matters. In this story, we’ll follow two homeschool students as they experience the different parts of ANZAC Day in their own community.”

B) Informational Story – “*The Dawn That Brought Them Together*”

Ella woke before the sun. She rubbed her eyes and reached for her coat, already laid out on the chair beside her bed. In the stillness of the early morning, the house felt different—quieter, deeper, like the whole world was holding its breath. Her cousin Daniel, who had stayed overnight, was already dressed. “Are you ready?” he whispered.

“Almost,” Ella replied, pulling on her beanie. Together, they tiptoed to the kitchen where their mum was pouring hot chocolate into thermoses. “It’s time,” she said softly.

Outside, the stars were still visible. A hush lay over the streets as families emerged from their homes, some carrying lanterns or candles. Ella and Daniel were part of their homeschool support group, which had planned to meet at the town war memorial for the ANZAC Day dawn service.

When they arrived, a small crowd had already gathered—old and young, wrapped in coats and scarves. The flag hung at half-mast. A single light shone on the wreaths already laid at the base of the stone monument.

Then came the sound of footsteps. Veterans in medals and uniforms walked slowly to the front. A high school student stepped forward to read: “They shall grow not old, as we that are left grow old...”

As the last words echoed through the cold air, a bugle played the Last Post. Ella felt goosebumps rise along her arms. She looked at Daniel, who stood completely still, eyes wide and fixed on the flame that flickered near the base of the memorial.

After a minute’s silence, the Reveille was played and the flag slowly raised. Birds began to chirp in the trees. The sun peeked over the horizon. Dawn had come.

Back at home, Ella and Daniel helped bake ANZAC biscuits. They mixed oats, golden syrup, and coconut, shaping the dough into circles. “These were sent to soldiers during the war,” their mum explained. “They didn’t spoil easily and reminded them of home.”

“Did Grandpa Ron eat these when he was in the army?” Ella asked.

“Probably something similar,” her mum smiled.

Later that day, the children returned to the town centre for the ANZAC Day march. The street was lined with flags and handmade signs. Some children held photos of great-grandparents in old sepia tones. The marching band began with a drumbeat, and soon the parade was underway—veterans, nurses, cadets, school groups, and scouts.

Ella spotted a banner: “Lest We Forget.”

Daniel pointed to a group of soldiers wearing wide-brimmed slouch hats. “They look like the ones from the history book,” he whispered. Then he saw someone waving—a man in uniform, pushing a wheelchair with an elderly veteran seated proudly inside. It was Grandpa Ron.

After the march, their homeschool group joined a guided tour of the town’s small war museum. Inside were photos, old uniforms, medals, and letters written by soldiers to their families. One display told the story of Indigenous Australians who served bravely in both world wars, even when their own country didn’t recognise them as citizens.

“That’s not fair,” Daniel said.

“No, it’s not,” said Mr Evans, the museum guide. “But they still served. They chose courage over bitterness.”

Ella paused at a display about nurses who had travelled to war zones to care for the wounded. “They were heroes too,” she said quietly.

She also saw a photo of a soldier with a donkey. “What’s this about?” she asked.

“That’s Simpson and his donkey,” said the guide. “He rescued wounded men during the Gallipoli campaign. Even animals played a part in the service and sacrifice.”

Back at home, Grandpa Ron came over for dinner. He was wearing his medals, and he carried a small book of memories. “You did well today,” he told Ella and Daniel. “You listened, you remembered. That’s the heart of ANZAC Day.”

He showed them a photo of his own father, who had served in World War II. “He never talked about it much. But he always stood for the Last Post. And he always helped at the local RSL.”

Daniel asked, “Was he scared?”

“Probably,” said Grandpa Ron. “But being brave doesn’t mean not being scared. It means doing the right thing anyway.”

They lit a candle and placed it on the table. Each person shared something they were thankful for—freedom, peace, family, faith.

As the flame flickered, Grandpa Ron read a verse from the Bible: “Greater love has no one than this: to lay down one’s life for one’s friends.” (John 15:13)

Ella leaned on her mum’s shoulder. “I’m glad we did all that today.”

“Me too,” said Daniel. “It wasn’t just about war. It was about people working together for something good.”

Grandpa Ron nodded. “That’s the ANZAC spirit—courage, mateship, sacrifice, and service. It’s not just for soldiers. It’s for all of us.”

Later that week, their co-op created an ANZAC display board with poppies, drawings, poems, and a map of where Australian troops had served. Ella drew a picture of the dawn service with a giant red poppy and a candle. Daniel wrote a poem about the bugle and the silence.

Mr Peterson, their tutor, smiled at the finished board. “Well done, everyone. You’ve honoured the past—and helped others remember too.”

Ella thought about everything they’d done that week—the quiet of the dawn, the march, the stories, the baking, the candlelight. It had all added up to something bigger than herself.

She looked at Daniel. “Next year, let’s help run the service. Maybe we could even read the poem.”

Daniel grinned. “Let’s do it together.”

On Sunday, their church held a special ANZAC reflection service. The pastor invited Grandpa Ron to say a few words. He stood behind the lectern, his voice calm and strong.

“ANZAC Day reminds us that we are not just individuals—we are part of a greater story. When we remember those who served, we also remember our call to serve in everyday ways. By helping a neighbour, showing kindness, forgiving, and working together, we honour the spirit of those who gave so much.”

He paused. “Christ taught us that true leadership is found in service. The ANZACs lived that out. Let’s be people who serve with courage and compassion.”

After the service, many people stayed to look at the display the homeschool group had made. Some wiped away tears. Others pointed to old photos, sharing stories from their own families.

Ella overheard one lady whisper, “I’d forgotten how much this matters.”

As the week ended, Ella and Daniel each wrote in their journals. Ella drew more pictures—soldiers planting trees, nurses helping patients, kids placing poppies on a wall. Daniel added a quote from his grandfather: “Courage isn’t loud. It’s faithful.”

And together, they promised to carry the memory forward.

C) Narration Activity

Ask:

“Can you tell me what happened in the story? Where did Ella and Daniel go? What did they see and learn? How did their community remember the ANZACs?”

Prompt with:

- “What happened at the dawn service?”
- “Who did they meet or listen to?”
- “What did Grandpa Ron say about courage and cooperation?”

D) Reflective Thinking Questions

F–2:

- What is ANZAC Day about?

- What did Ella and Daniel do during the dawn service?
- Why is it important to say thank you to people who served?

Years 3–4:

- What did the ANZACs do for Australia?
- How do people cooperate during ANZAC Day events?
- What does it mean to remember together?

Years 5–6:

- How do memorial services, museums, and storytelling help shape a community's values?
- What is the role of cooperation in both wartime and peacetime service?
- How can we honour the ANZAC spirit today in practical ways?

E) Activity – Create an ANZAC Memorial Display

Tutor Instructions:

Say:

“Let’s make our own class or family ANZAC memorial display. It will help us remember and show respect for those who served.”

F–2:

- Create red paper poppies and glue them to a wreath or banner.
- Draw a picture of the dawn service or a soldier planting a tree.
- Write the words “Lest We Forget.”

Years 3–4:

- Make a display board with poppies, a map, and facts about ANZAC Day.
- Include a simple timeline or one family story.
- Add a reflection sentence: “We remember because...”

Years 5–6:

- Write a short biography of a real ANZAC or serviceperson from history or your own family.
- Create a slideshow or poster titled “Courage and Cooperation: What the ANZACs Taught Us.”
- **Optional Extension:** Interview a veteran, pastor, or elder about what ANZAC Day means to them and share their quote.

F) Biblical Connection – Greater Love and Shared Sacrifice

Read aloud or summarise:

In John 15:13, Jesus said:

“Greater love has no one than this: to lay down one’s life for one’s friends.”

The ANZACs were willing to risk everything to protect others. Today, we honour that same spirit when we choose to serve, love, and stand up for what is good. God calls us to **remember with gratitude** and to live with the same kind of **courage and care**.

Ask:

- “How can we serve others with courage this week?”
- “What does ANZAC Day remind us about God’s love and our part in His family?”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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Lesson 16 – Your Family

Curriculum Codes: AC9HSFK01; AC9HS1K01; AC9HS1K02; AC9HS2K02

Christian Theme: Cooperation in the home and family

Target Levels: Foundation to Year 6

Focus: How families work together across generations, and how students can contribute to family life

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we are going to talk about families. Every family is different, but most of them work best when each person helps and cooperates. That means working together, helping each other, and being kind. In today’s story, you’ll meet a girl named Annie and her little brother Luke, who learn about cooperation through a story their grandma tells them about their own family history.”

B) Informational Story – “*The Day the Fence Fell Down*”

The kettle whistled in Grandma Lila’s kitchen, sending up little puffs of steam that curled into the morning sunlight. Nine-year-old Annie sat at the kitchen table, her sketchbook open and a pencil tucked behind her ear. Across from her sat her little brother Luke, nibbling on toast and waiting for the story to begin.

Every Friday morning, Annie and Luke came to Grandma Lila’s house for homeschool history and family devotions. But this Friday was different. Grandma had promised to tell them a story—not from a book, but from her own life.

“It’s called ‘The Day the Fence Fell Down,’” she said, pouring tea and passing a bowl of grapes across the table.

“That doesn’t sound very exciting,” Luke said with a frown.

“Oh, but it was,” Grandma chuckled. “Because it wasn’t really about the fence—it was about how our family learned to work together.”

Annie leaned forward. “I’m listening.”

“It was the summer of 1974,” Grandma began. “Your great-grandfather had just finished fixing the gate at the back of the property when a huge storm hit. The rain came down in sheets, the wind howled like a train, and by morning, the whole back fence had fallen flat.”

“Oh no!” said Luke.

“Oh yes,” said Grandma. “Now, our family had five kids—me, Uncle Steve, Aunty May, and the twins—and no one wanted to spend the weekend fixing the fence. It was supposed to be our trip to the beach. But your great-grandfather sat us all down and said, ‘The fence comes first. The animals need a safe paddock.’”

“But we’re not builders,” Aunty May had complained.

“We’ll learn,” he said.

And so, early Saturday morning, the whole family pulled on gumboots and work gloves. Great-Grandpa measured and hammered. The older kids carried posts and fetched tools. The younger ones held nails or cleared weeds.

At first, there was complaining. Annie and Luke could almost hear Grandma’s childhood voice groaning about the mud and the bugs. But then, something shifted. Steve figured out how to straighten the posts with a level. May started singing a silly song to keep everyone cheerful. Grandma Lila, just a teenager then, discovered she was actually quite good at tying knots for the wire fencing.

“We laughed,” she said. “We teased. We got muddy. But we also listened, shared jobs, and encouraged each other.”

“Did you get it done?” asked Annie.

“Not just done,” Grandma said. “Done well. And we made it to the beach on Sunday.”

Annie smiled. “So the fence falling down helped you learn to work together?”

“Exactly. That’s what families are for,” said Grandma. “We’re not perfect, but we stick together. When one person’s tired, another steps in. When something’s broken, we help fix it.”

Luke said quietly, “That’s kind of like when Dad lost his job and Mum started tutoring more.”

“And we all helped more at home,” added Annie.

Grandma nodded. “Families change, but God’s design stays the same—we help, honour, forgive, and serve one another.”

Later that morning, they opened a photo album. Annie saw pictures of her mum as a little girl, helping in the kitchen. Luke pointed to a photo of Grandpa repairing a tractor while two kids held the toolbox.

“Even chores were a group thing,” Grandma smiled.

Annie flipped to the back page, where there was an empty space. “Can we add a picture of our family here?”

“That’s a lovely idea,” Grandma said. “Why don’t we take one this weekend?”

Annie and Luke spent the afternoon making a collage: drawings of their family members doing things together—Mum reading aloud, Dad fixing a shelf, Annie helping with dinner, Luke walking the dog.

“We all do different things,” Luke said, “but it still helps the whole family.”

“Just like parts of a body,” Annie added. “That’s what our pastor said last Sunday.”

Grandma clapped her hands. “You two are paying attention.”

At dinnertime, when Mum and Dad came to pick them up, the children showed off their collage. Dad smiled. “That’s our team.”

Mum gave Grandma a hug. “Thanks for sharing your stories.”

“It’s what families are for,” Grandma said again, her eyes twinkling. “To remember where we came from—and keep building together.”

That night, as Annie got into bed, she thought about fences, storms, teamwork, and stories passed down. She said a quiet prayer: “Thank you, God, for families. Help me be someone who helps, not just someone who watches.”

Down the hall, Luke whispered from his room, “Annie?”

“Yeah?”

“Next time the dog digs a hole in the garden, I’ll help fix it.”

Annie grinned in the dark. “Deal.”

The next morning, Grandma Lila surprised the children with a challenge.

“We’re going to build something,” she said, placing a shoebox full of craft sticks, string, buttons, pegs, and glue on the table.

“What is it?” asked Luke.

“A model fence,” Grandma replied. “To remind us of the one we fixed long ago—but also to remind us that when families build things together, they grow stronger.”

They spent nearly an hour designing the layout. Annie drew a plan, Luke helped sort the sticks by size, and Grandma tied tiny knots in twine to mimic wire. As they worked, they talked about other times their family had helped each other.

“Remember when you were sick last winter?” Annie said to Luke.

“Yeah. You brought me books and Mum made jelly.”

“And Dad stayed up late to take care of you,” added Grandma. “All those little things added up to one big gift: love.”

They glued and decorated the miniature fence. Then Annie made a sign that read “Built with Love – The Walker Family.”

When their parents arrived to pick them up, Luke held up the shoebox with pride. “We made this together!”

That evening, the family ate dinner around the table with candles glowing softly. They shared their highs and lows from the week. It had become a Friday tradition. Annie said her high was learning the story of the fallen fence. Luke’s was baking and building. Mum said hers was seeing how kind the kids had been to one another.

Dad raised his glass of juice. “To families who stick together.”

“And build fences,” Luke added.

They all laughed.

After bedtime stories, Annie slipped a card under her mum's pillow. On it she'd written: "Thank you for making our family strong. I want to help more."

And somewhere, in a photo album now updated with a fresh family picture, the pages of history quietly turned, as one generation passed on the sacred rhythm of cooperation to the next.

C) Narration Activity

Ask:

"Can you retell the story in your own words? What happened when the fence fell down? How did Grandma's family work together? How does your family work together now?"

Prompt with questions like:

- "What did Annie and Luke learn from Grandma's story?"
 - "What did they build the next day?"
 - "What does it mean to be part of a family team?"
-

D) Reflective Thinking Questions

F-2:

- What job did Grandma's family have to do in the story?
- How did they help each other?
- What are some ways you help at home?

Years 3-4:

- Why is cooperation important in a family?
- How did Annie and Luke show they were part of their family team?
- What are some ways your family shows love and teamwork?

Years 5-6:

- What does the story show about how family roles and responsibilities are shared?
 - How do stories and traditions help strengthen families?
 - How can children, even at your age, help create a stronger home life?
-

E) Activity – Build a Family Strength Poster

Tutor Instructions:

Say:

"Let's make a poster that shows how your family works together. This will help you celebrate the roles and gifts in your home."

F-2:

- Draw or collage a picture of your family doing things together (e.g. meals, cleaning, playing).

- Add speech bubbles or captions showing how each person helps.

Years 3–4:

- Create a “Family Strength Chart” with names, jobs, and strengths (e.g. Mum: organising, Dad: fixing, Me: helping with dishes).
- Decorate it and add a Bible verse about helping one another.

Years 5–6:

- Make a poster titled: “How My Family Cooperates” with 3 sections:
 1. Things we do together
 2. How we handle problems
 3. Traditions that make us stronger
 - Optional Extension: Interview an older family member about how their family helped each other growing up.
-

F) Biblical Connection – Many Members, One Family

Read aloud or summarise:

In Romans 12:4–5 it says:

“Just as each of us has one body with many members... so in Christ we, though many, form one body, and each member belongs to all the others.”

Families are like the Body of Christ. Everyone has a different role—someone might cook, someone might encourage, someone might fix things—but all are important. God made families to work together in love.

Ask:

- “What is one way you can show love to your family this week?”
- “How can you help your family feel strong and united, like the family in the story?”

Lesson 17 – Your Personal Identity

Curriculum Codes: AC9HP2P01; AC9HP2P05

Christian Theme: Cooperation in understanding and embracing personal identity

Target Levels: Foundation to Year 6

Focus: Understanding what makes each person unique and how that identity contributes to community and cooperation

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we’re going to learn about our identity. That means who we are—our personality, our family, our background, our interests, and the things that make us special. God made each person unique and gave us different strengths. When we understand who we are, we can use our gifts to help others and work together as a team. We’ll hear a story about a girl named Zara, and how she discovered more about who God made her to be.”

B) Informational Story – “*This Is Me*”

Zara stood in front of the mirror and stared at her reflection. Her hair was curly and wild, her eyes were deep brown, and she had a freckle just under her left eye. It wasn’t that anything was wrong—it was just that she didn’t quite know who she was supposed to be.

That morning, her homeschool group had begun a new unit on identity. Mr Jensen, their tutor, had said, “Your identity is more than just your name. It’s about who you are—your personality, your gifts, your background, and how you fit into your family and community.”

Zara had nodded at the time, but now she felt unsure. She liked reading, but she wasn’t the best at writing stories. She loved helping her little brother with puzzles, but she wasn’t as sporty as her friend Ava. Was she the “kind one”? The “clever one”? Or just... someone in the middle?

Later that day, the group met at the community centre. Mr Jensen handed out “All About Me” booklets and said, “Today, we’re going to explore what makes each of us unique. You’ll write about your name, your favourite things, your strengths, and the people who help shape your life.”

Zara hesitated over the first question: “Describe your personality.” She chewed her pencil. Quiet? Sometimes. Thoughtful? Maybe. A good friend? She hoped so.

“Just write what feels true today,” said Mr Jensen as he walked past. “It’s okay if your answers change.”

The next page asked about family. Zara drew her parents, her baby brother, her grandma who lived with them, and their dog Banjo. She smiled as she drew Banjo with one floppy ear and a wagging tail.

At the bottom, it said: “What do you bring to your family?” Zara paused. What did she bring?

That evening at home, she decided to ask. “Mum,” she said, “what do you think I bring to our family?”

Her mum looked up from the dishes and smiled. “You bring calm when things are busy. You notice when someone’s sad. You help your brother learn things without making him feel silly.”

Zara felt her chest warm. She hadn't known those things were part of who she was.

Over dinner, her dad added, "You also bring questions—the good kind. You don't just accept things. You want to understand."

Grandma laughed. "And you bring hugs—and sweet notes on my pillow when I'm tired."

Zara grinned. "Thanks."

After dinner, she added a new page to her booklet: "Things Others Say About Me." She wrote: caring, helpful, thoughtful, curious.

The next day, the homeschool group met for a guest speaker. A woman named Aunty Narelle came to talk about Aboriginal identity. She wore a beautiful scarf with dot paintings and brought some items from her culture to share.

"Our identity comes from many things," she said. "Family, Country, culture, language, and story. When we know who we are, we're stronger—and we can work together better with others."

Zara listened carefully. "Do you ever feel like you're not sure who you are?" she asked.

Aunty Narelle nodded. "Sometimes, yes. But I go back to what grounds me—my family, my values, and what God says about me."

She held up a Bible. "You are fearfully and wonderfully made," she quoted from Psalm 139. "That's true for every one of us."

After the talk, the students broke into small groups to write "identity poems." Zara's group chose to use a pattern:

- I am...
- I see...
- I wonder...
- I hope...

Zara wrote:

"I am a listener, a helper, a learner.

I see beauty in small things.

I wonder what I will become.

I hope I will always be kind."

Mr Jensen clapped when he heard it. "That's a beautiful start, Zara."

That weekend, Zara and her family went to the park for a picnic with friends. There were kids everywhere—playing soccer, building cubbies from sticks, blowing bubbles, and exploring the creek.

Zara wandered over to where her brother was trying to build a rock dam with a group of little kids. The dam kept falling apart. She knelt beside him and said, "Want some help?"

Together, they figured out which rocks were too small and how to place them like puzzle pieces. Soon, the water flowed more slowly, and the dam held.

One of the younger children clapped. "We did it!"

Zara smiled. "We did it together."

Her dad saw the moment from across the park and waved. Later, in the car, he said, “That was teamwork. And you helped make it happen.”

Zara’s heart felt light. She hadn’t needed to be the loudest or fastest or best. She had simply brought herself—and that was enough.

That night, she finished her booklet. On the last page it said, “How can you use your identity to serve others?”

She wrote:

“By listening.

By helping.

By asking good questions.

By building things that help others.

By being part of something bigger than just me.”

She tucked the booklet onto her bookshelf and whispered a prayer: “Thank you, God, for making me me.”

The next morning, Zara found herself thinking again about identity as she helped Grandma water the garden. The soil was still damp from last night’s rain, and a pair of lorikeets chattered in the trees above them.

“Do you think identity changes?” Zara asked suddenly.

Grandma paused with the watering can. “That’s a big question. I think some parts of identity stay the same—like your core values or your family roots. But other parts? They grow and change with time.”

“Like how I used to be scared of speaking up in a group,” Zara said, “but now I can ask questions or read aloud.”

“Exactly,” Grandma smiled. “Your confidence grew, and that’s part of who you are now.”

They walked together to the compost bin. Zara noticed how the kitchen scraps had broken down into rich, dark soil. “It’s weird how something old becomes something useful.”

“Maybe that’s a picture of identity too,” Grandma said. “We take the pieces of our past—our experiences, our culture, our learning—and with God’s help, they become something new and strong.”

Later that week, Mr Jensen asked each student to prepare a short speech called “This Is Me.” They would share three things about themselves: something they loved, something they were learning, and something they wanted to do for others.

Zara chose her three:

1. I love helping others figure things out.
2. I’m learning to be okay with not always being the best.
3. I want to use my calm nature to help people feel safe.

When it was her turn to speak, her voice trembled at first. But then she saw Ava smiling from across the room, and Mr Jensen giving her a little nod. She took a deep breath.

“This is me,” she began. “I used to think I had to be like everyone else to belong. But now I know that being myself—quiet, thoughtful, a little curious—is enough.”

When she finished, there was quiet clapping. And something in her chest fluttered—not fear, but peace.

That afternoon, she wrote in her journal:

“I don’t have to do everything. I just have to do the thing I was made for—and do it with love.”

C) Narration Activity

Ask:

“Can you tell me Zara’s story in your own words? What did she learn about herself? How did she discover her identity? What did she do to help others?”

Prompt with questions such as:

- “What did she write in her booklet?”
 - “What did her family say about her?”
 - “How did she help her brother at the creek?”
-

D) Reflective Thinking Questions

F–2:

- What makes you special?
- What do you like doing best?
- How can you help someone in your family or homeschool group?

Years 3–4:

- How does your personality shape your identity?
- Why is it okay to be different from others?
- How can you use your identity to work with others?

Years 5–6:

- What does it mean to have a strong identity in a community?
 - What are some things that influence your identity (e.g., faith, culture, family)?
 - How can knowing your identity help you cooperate and serve others?
-

E) Activity – “This Is Me” Identity Booklet

Tutor Instructions:

Say:

“We’re going to make a booklet or poster that shows who you are and how you can use your identity to help others. This will remind us that each person in our homeschool or family group matters.”

F–2:

- Fold an A4 page into a booklet.
- On each page, draw or write:
 1. My name
 2. My favourite things
 3. My family
 4. What I’m good at

5. One way I can help others

Years 3–4:

- Create a poster titled “This Is Me.”
- Include sections for:
 - Personality traits
 - Strengths and talents
 - What I bring to my family
 - A Bible verse about identity

Years 5–6:

- Design a detailed “Identity Profile” booklet or tri-fold.
 - Include:
 - A short personal poem or motto
 - Family and cultural background
 - Christian values that shape your identity
 - A paragraph titled “How I Use My Identity to Serve Others”
 - Optional Extension: Interview a family member about their identity and how it helped them serve others.
-

F) Biblical Connection – Fearfully and Wonderfully Made

Read aloud or summarise:

In Psalm 139:14, David says to God:

“I praise you because I am fearfully and wonderfully made.”

Every part of who you are—your gifts, your family, your mind, your culture—was designed by God. He made you with love and purpose. When you understand who He made you to be, you can live with courage and use your identity to help others.

Ask:

- “What is something you love about how God made you?”
- “How can your identity help your family, homeschool group, or church this week?”

Lesson 18 – Gifts and Talents

Curriculum Codes: AC9HP2P01; AC9HP2P05

Christian Theme: Cooperation – using your gifts to bless others

Target Levels: Foundation to Year 6

Focus: Recognising personal gifts and talents and learning how to use them to help others and build community

A) Introduction (Tutor/Parent Instructions)

Say:

“God made each one of us with different gifts and talents. Some people are great at speaking or building or organising. Others are kind, creative, or good listeners. Today we’ll hear a story about a girl named Talia who discovered her talent and learned how she could use it to help others. After the story, we’ll reflect on our own gifts and do an activity to celebrate how God made each of us special.”

B) Informational Story – “*Talia’s Kindness Cards*”

Talia sat cross-legged on the lounge room rug, surrounded by bits of coloured paper, glitter glue, and scissors. Her best friend Ella was good at soccer. Her brother Sam could fix anything with wheels. But Talia? She liked making things—cards, posters, tiny origami boxes. Still, sometimes she wondered if her talent really mattered.

That afternoon, their homeschool co-op was running a “Talents Day.” Every child had to bring something that showed what they were good at. Talia was nervous. Ella was bringing her soccer trophy. Sam was bringing a robot he’d built with recycled parts. Talia had made a scrapbook of handmade cards and decorated envelopes.

“Mum, what if people think my talent is boring?” she asked as she packed her scrapbook into a ziplock bag.

Mum knelt beside her. “Talia, your cards make people feel seen. That’s not boring. That’s a gift.”

Talia shrugged. “But it’s not exciting.”

Later that evening, Dad asked if she could help make a card for Mrs Patel, their neighbour who had just come out of hospital. “Something cheerful,” he said.

Talia rummaged through her papers and chose soft greens and purples. She wrote carefully: “Thinking of you. You are not alone.” She added a border of tiny stamped leaves.

When they gave the card to Mrs Patel, the older woman held it like it was treasure. “Oh my dear,” she whispered. “You made this? I’ll put it next to my bed.”

The next day at Talents Day, the room buzzed with displays. Kids showed off paintings, Lego models, dance routines, poems, musical instruments. Talia found a small table at the back and set out her scrapbook and some blank cards.

At first, not many came. But when one girl wandered over and picked up a pink card, her face lit up. “Did you really make this?”

Talia nodded.

“It’s beautiful. Could you show me how to do that border?”

Soon, two other kids joined them. Then a parent. Before long, Talia was teaching a small group how to fold and decorate cards. She forgot to be nervous. She was helping.

When Mr Thomas, the co-op organiser, rang the bell to close the session, he said, “Today we’ve seen many kinds of gifts. But I want to especially thank those who used their talents to serve others.”

He looked toward the back table. “Like Talia, who reminded us that kindness and beauty are powerful things.”

Talia’s cheeks turned red. But inside, something glowed.

That night, she wrote in her journal: “I think God gave me this gift to share, not to compare.”

The following week, Talia was still thinking about what Mr Thomas had said. She sat under the jacaranda tree in her backyard, sketching ideas for more cards. She wanted to make a “kindness kit”—a box full of cards for different situations: “You’re Brave,” “Thank You,” “You Matter,” and “Well Done.”

Her younger brother Sam wandered outside, dragging a broken toy truck.

“Talia, can you help me fix this wheel?” he asked.

“I’m not good with wheels,” she laughed. “But I can make you a ‘Try Again!’ card.”

Sam giggled. “That would help too.”

Over the next few days, she made more cards and began putting them into her homemade kit. Mum saw her working and asked if she’d like to take some to church that Sunday.

“Our church gives out food hampers to people doing it tough,” Mum explained. “Maybe they’d love a card inside.”

Talia’s eyes widened. “That’s a great idea!”

So that weekend, she packed ten handmade cards and carefully placed them in a box next to the canned goods and pasta. As they handed over the hamper to the volunteers, the lady at the counter read one of Talia’s cards and smiled.

“This will mean a lot,” she said. “People remember these little touches.”

Later, Pastor James asked Talia to come up and share about her kindness cards. She was nervous, but he said gently, “You don’t have to be a preacher to bless others. Just tell your story.”

So she stood at the front and said, “God made each of us with different talents. I like making cards. It’s just paper and pens—but when I use it to make someone smile or feel loved, I think it’s what God made me to do.”

People clapped, and one lady even asked if she could order some cards to give to residents at the nursing home where she worked.

After church, Grandma gave her a hug. “You remind me of the story of Tabitha in the Bible,” she said. “She used her gift—sewing—to bless people. When she died, the whole community mourned because of the kindness she’d shown through her hands.”

“Wow,” Talia said. “I’ve never heard of her before.”

“She’s in Acts 9,” Grandma said. “Maybe you could make a card about her story.”

That night, Talia opened her Bible and read the story of Tabitha. She was amazed—Tabitha had used something simple and practical to honour God and care for others.

“She wasn’t famous or loud,” Talia whispered to herself. “But she made a big difference.”

The next morning, Talia had a new idea. She opened a fresh notebook and wrote at the top: “The Kindness Club.” Her plan was to invite a few friends from co-op to meet once a fortnight to make encouragement cards and small crafts to give away. She called Ava first.

“Would you want to join?” Talia asked.

“I’m not artistic,” Ava said. “But I could write the messages!”

“That’s perfect,” Talia said. “We need all kinds of talents.”

Soon, three other children joined in—one who loved hand lettering, one who could design on the computer, and another who liked wrapping things in creative ways. At their first meeting, they made a set of “Kindness Kits” for new families at their church, including a welcome card, a bookmark, and a small handmade candle.

Each time they met, they prayed first: “Lord, use our little gifts to show Your big love.”

At the end of the month, Mr Jensen asked everyone to reflect on how they had used their talents to serve others. Some students had helped cook meals. Some had sung at church. Talia shared about the Kindness Club and even brought in a kit to show the class.

Afterward, Mr Jensen nodded thoughtfully. “God gives different gifts to different people,” he said. “But those gifts are meant to be used—not buried. Talia, you’re showing all of us how something gentle and quiet can still be strong and powerful.”

That night, Talia sat by the window and looked at the stars. She felt so small—but not in a bad way. Small like a puzzle piece that fits into something bigger. Her talent didn’t need to be flashy. It just needed to be faithful.

She opened her journal and wrote:

“God made me with hands for crafting and a heart for noticing. That’s enough. I’m part of His picture.” She smiled as she closed the cover. “This is who I am. And I’m ready to share it.”

C) Narration Activity

Ask:

“Can you tell me Talia’s story? What was her talent? How did she use it to help others? What did she learn about her gifts and working with others?”

Prompt if needed:

- “What did she make for the neighbour?”
 - “What was the Kindness Club?”
 - “What did Grandma tell her about the Bible?”
-

D) Reflective Thinking Questions

F–2:

- What is something you are good at?
- How can your talent help a friend or your family?
- Why is it special to have different gifts?

Years 3–4:

- What are some talents you have?
- Why do you think God gives people different abilities?
- How can you use your gifts to show kindness or serve others?

Years 5–6:

- What does it mean to use your talents with humility and cooperation?
 - Why is it important not to compare your gift with others’?
 - How can your talents be used in church, homeschool, or community life?
-

E) Activity – “This Is My Gift” Showcase

Tutor Instructions:

Say:

“Let’s reflect on the special gifts God has given each of us. Then we’ll create something that shows how we can use those gifts to work with others and build a stronger community.”

F–2:

- Draw a picture of yourself using your gift (e.g., singing, helping, building, drawing).
- Write or dictate a sentence: “God made me to...”

Years 3–4:

- Create a mini-poster with the heading: “My God-Given Talent.”
- Include:
 - A drawing or photo of you using your talent
 - A short paragraph: “How I use my talent to help others”

Years 5–6:

- Write a short reflection or creative profile:
 - “My Gift” – What it is
 - “My Mission” – How I can use it
 - “My Teamwork” – How I can work with others
- Optional: Plan a small service project using your talents (individually or as a group)

F) Biblical Connection – Many Gifts, One Body

Read aloud or summarise:

In Romans 12:6, Paul writes:

“We have different gifts, according to the grace given to each of us.”

Each person in the Body of Christ has something important to offer. Some lead, some teach, some serve, some encourage—but all are valuable. When we use our gifts with love and cooperation, we build a stronger Church, family, and community.

Ask:

- “What is one way you can use your gift to bless someone this week?”
- “How can we help each other grow our talents and serve together?”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 7

THE CHURCH AS THE BODY OF CHRIST

Lesson 19 – What is the Church?

Curriculum Area: HASS (Civics and Citizenship)

Christian Theme: Cooperation – working together in the Body of Christ

Target Levels: Foundation to Year 6

Curriculum Links: General focus; aligns with AC9HS4K09 and biblical concepts of community and belonging

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we are going to explore a big question: *What is the Church?* Many people think the church is just a building. But in the Bible, the word 'church' means the people who follow Jesus. It's more like a family, a team, or a body—where each person has something to offer. God wants all His people to work together, love each other, and serve the world.”

B) Informational Story – “*What is the Church?*”

Ruby sat on the pew swinging her legs as the church organ hummed its first few notes. Around her, people stood to sing. Some had deep voices, some high, some soft, and some strong. A little boy clapped off beat in the front row, and an old man sang so loudly that the pages in the hymnbook trembled. Ruby looked around and smiled. This was her church.

It wasn't a fancy building. It had brown brick walls, carpet that smelled a little dusty, and windows with colourful glass that sparkled when the sun hit them. But it felt like home.

That morning, her homeschool group was meeting at the church hall for a special project: learning what it meant to be part of the Church—not just the building, but the people.

Pastor Alicia greeted them at the hall door. “Today we're going to ask a big question,” she said, “What is the Church?”

Ruby raised her hand. “It's the building we come to on Sundays?”

“That's part of it,” Pastor Alicia smiled. “But it's much more.”

Inside the hall, there was a big sign on the wall: “The Church is Not a Place—It's a People.”

Pastor Alicia handed out cardboard puzzle pieces and texts. “We're going to build a puzzle,” she said, “with each piece showing how people in the Church help one another and follow Jesus.”

Ruby thought for a moment. She wrote on her piece: “Encourager—someone who notices when others are sad and brings joy.”

Other children wrote things like: “Prayer Warrior,” “Helper,” “Teacher,” “Listener,” “Singer,” and “Welcomer.”

As they decorated their pieces, Pastor Alicia told a story from Acts 2. “After Jesus returned to heaven, His followers gathered together. They met in homes, shared food, prayed, and helped anyone in need. That was the first Church. No buildings, no microphones—just people loving God and each other.”

Ruby imagined that. She thought of all the times someone in her church had brought food when her baby cousin was born, or helped rake the neighbour’s yard, or prayed when her grandpa had surgery.

She realised something important: the Church isn’t just about sermons and songs—it’s about people living out love.

After morning tea, the group took a walk around the church building. They visited the kitchen, where Mrs Jacobs was washing dishes from the earlier morning service. “I may not preach,” she said, “but I serve Jesus with soap and tea towels. That counts too.”

Next, they peeked into the music room where Mr Leo tuned a guitar. “Every Sunday I help lead songs that point people to God,” he said. “Music helps us praise, and that brings us together.”

At the back of the building, they found Mr Omar folding up chairs in the hall. “I make sure this space is ready for youth group and playgroup,” he told them. “Every chair matters. Every child who sits in one is part of the Body of Christ.”

Ruby was starting to see it—really see it. The Church wasn’t just about what happened at the front. It was in the kitchen, the sound booth, the playground, and the carpark. It was every person using their gifts, quietly or loudly, for God.

Back in the hall, Pastor Alicia opened her Bible again. “In 1 Corinthians 12, Paul says the Church is like a body. One part is the hand, another the eye. No one part can do all the work, and no part is more important than another.”

Ruby listened carefully. “So... even if someone is shy or small, they still matter in the Church?”

“Exactly,” Pastor Alicia said. “You don’t have to be loud to be valuable. You just have to be willing to love and serve.”

That afternoon, the students glued their puzzle pieces onto a giant poster board. Together, the words formed a picture of a church building—but every brick was a role, a person, a gift.

Ruby looked at the finished puzzle and smiled. Her piece fit. Everyone’s did.

That evening, during dinner, she told her parents about the project.

“I used to think the Church was just about listening to the sermon,” she said. “But now I know it’s about being part of something bigger. A family. A team.”

Her mum nodded. “That’s exactly what Jesus intended. People living in unity, helping one another, worshipping God.”

Ruby grinned. “And next Sunday, I’m going to help hand out the bulletins!”

Her dad raised an eyebrow. “Volunteer already?”

“Yep,” she said. “Because even something small can be important.”

The following week, Ruby was ready. She arrived early with her mum and stood by the church doors, holding a stack of folded bulletins. As people walked in, she smiled and handed one to each person.

“Good morning!” she chirped. “Here’s your bulletin.”

Some thanked her, some gave her high fives, and one older gentleman leaned in and whispered, “I remember when your mum did this job. You’re doing a fine job carrying it on.”

After the service, Ruby helped pack up the hymnbooks and then went out to the playground with her friends. As they pushed each other on the swings and ran under the gum trees, Ruby thought about how many different ways people were working behind the scenes—baking for morning tea, setting up communion, running the projector.

On Monday, Ruby began creating a Church Family Book. She got a notebook and began drawing pages: “Mrs Jacobs – Dishwashing Angel,” “Mr Leo – Guitar Praise Leader,” “Mr Omar – Chair Stack Hero.” She included her own picture too: “Ruby – Smiling Greeter.” She planned to add a page every week.

On Friday, Mr Jensen at homeschool co-op asked the group, “What did you learn this week about the Church?”

Ruby raised her hand. “That the Church isn’t just a building. It’s people using their gifts to love and serve like Jesus did.”

Mr Jensen nodded. “Beautifully said. Anyone else?”

One boy said, “I thought it was just pastors and singers, but I saw someone vacuuming the hallway last week and realised that was part of it too.”

A girl added, “My mum says listening to someone who’s sad is one of the most important jobs.”

Mr Jensen smiled. “Exactly. We all need each other. And when we work together, we reflect Jesus to the world.”

That Sunday, Pastor Alicia invited Ruby and a few other children to help with a special project—packing care bags for refugee families. “Every bag has food, socks, soap, and a card of welcome,” she explained.

Ruby helped tie the bows and wrote in each card: “You are loved. Welcome.”

When the bags were delivered, one mother teared up. “You wrote this?” she asked Ruby, holding the card close. “In my country, no one ever wrote me a welcome message.”

Ruby’s heart swelled. “Yes, ma’am. We’re glad you’re here.”

That night, she added a final page to her Church Family Book: “Jesus – The Cornerstone. He holds us all together.”

C) Narration Activity

Ask:

“Can you tell me Ruby’s story? What did she learn about the Church? Who are some of the people she met, and what were their gifts?”

Prompt if needed:

- “What job did Ruby volunteer for?”
 - “What did the church give to refugee families?”
 - “What does the puzzle poster mean?”
-

D) Reflective Thinking Questions

F–2:

- Who did Ruby meet at church?
- What did Ruby learn about the Church?
- How can you help at your church or co-op?

Years 3–4:

- What are some of the different jobs people do in a church?
- Why is it important that everyone works together?
- What can you do to show cooperation in your church or group?

Years 5–6:

- How does the idea of the Church as a body help us understand cooperation?
 - What does the story teach about leadership, service, and quiet faithfulness?
 - What gift or strength could you use to serve in your church or local community?
-

E) Activity – “My Church Family Puzzle”

Tutor Instructions:

Say:

“Let’s create our own version of the puzzle Ruby made. Each of us is a piece in the picture of the Church. Let’s show what we bring to the body of Christ.”

F–2:

- Give each child a cardboard puzzle piece.
- Ask them to draw or write one way they help or encourage others.
- Tape the pieces together on a poster board.

Years 3–4:

- Make a mini-book titled “My Church Family.”
- Include 3–4 illustrated pages showing people who serve (pastor, music leader, cook, greeter, etc.)
- Add one page for the student’s own role.

Years 5–6:

- Create a digital or hand-drawn “Church Service Map.”

- Label parts of a church building and list who serves where.
 - Write a short paragraph: “Why Cooperation Builds the Church.”
-

F) Biblical Connection – The Body of Christ

Read aloud or summarise:

1 Corinthians 12:27 says:

“Now you are the body of Christ, and each one of you is a part of it.”

The Bible teaches that every person in the Church is needed. Like a body, we each have a role to play. God gives us different talents—not to keep to ourselves, but to build one another up in love.

Ask:

- “What is one thing you can do to serve in your church or group?”
- “How does God want His people to cooperate and work together?”

Lesson 20 – Church as the Body of Christ

Curriculum Area: HASS (Civics and Citizenship)

Christian Theme: Cooperation – working together as one body in Christ

Target Levels: Foundation to Year 6

Curriculum Links: General focus; aligns with biblical principles of belonging, service, and unity

A) Introduction (Tutor/Parent Instructions)

Say:

“Today we are going to discover what the Bible means when it calls the Church the *Body of Christ*. Every person in the Church is like a part of a body—each one has a role, and they all work together. When Christians serve, love, and help others, they show the world what Jesus is like. You don’t need to be a preacher or singer—everyone, even children, has something special to offer. Let’s listen to the story and think about where we fit in.”

B) Informational Story – “*Church as the Body of Christ*”

Twelve-year-old Noah sat cross-legged on the carpet, his sketchbook open and pencil tapping his chin. He had been asked to draw something for the church bulletin—a picture to go with the Bible verse: “Now you are the body of Christ, and each one of you is a part of it.” But what did that even look like?

He glanced around the homeschool co-op hall where they met each Thursday. Mr Nguyen was setting up chairs. Mrs Abbott was organising snacks. Ruby and her friends were decorating a welcome sign. Everyone was doing something different. But they were all part of the same group.

He started to draw: a big body made up of puzzle pieces—each one with a person’s name. The hands were labelled “Welcomers,” the feet said “Helpers,” the heart read “Encouragers,” and the head was marked “Teachers.” His pencil scratched the page as he added little details—a guitar for the musicians, a ladle for the kitchen helpers, a notebook for the organisers.

That afternoon, the group sat down for a Bible discussion. Their tutor, Miss Lila, opened to 1 Corinthians 12.

“Paul was writing to remind people that the Church isn’t made of just one kind of person,” she explained. “We’re all different. But when we come together in love, we form something stronger. Just like a body has many parts—arms, legs, eyes, ears—the Church has people who each do their part.”

Noah raised his hand. “So... what if the eye wanted to be a foot?”

The group giggled, but Miss Lila nodded. “Exactly what Paul asked! He said, ‘If the whole body were an eye, how could it hear?’ God made each part on purpose. It’s not better to be one or the other. What matters is that each part does its job with love.”

After the discussion, Miss Lila gave each student a strip of paper and asked them to write one thing they did well, even if it felt small. Then she taped the strips together into a paper chain.

“Each link matters,” she said. “If we remove even one, the whole chain weakens.”

Noah looked down at his strip. He had written, “I notice when people feel left out.” At first, he hadn’t thought that counted as a ‘gift.’ But when he saw it connected to everyone else’s pieces—“Good at fixing things,” “Makes people laugh,” “Organised,” “Sings to cheer people up”—he realised how many roles quietly supported the group.

Later that week, the co-op prepared for their term showcase. Parents would come to see what the children had learned. Ruby was in charge of greeting people at the door. Asher was setting up the microphone. Talia and Olivia were arranging handmade decorations. Noah had been asked to draw a large poster to hang on the stage wall.

He remembered his sketch of the Church as a body. He decided to remake it—larger, in colour. He drew people forming the outline of a human figure—shoulders, arms, legs, hands. Inside, each person had a gift written above their head.

“Ruby – Smiling Greeter.”

“Asher – Steady Sound Tech.”

“Talia – Creative Touch.”

“Mr Jensen – Wise Shepherd.”

“Me – Quiet Noticer.”

When he showed it to Miss Lila, she smiled. “This is wonderful, Noah. You’ve captured the whole message.”

On the night of the showcase, people entered the hall and smiled when they saw the poster. Some pointed to their names. Some laughed and hugged. A few teared up.

Mr Jensen opened the night with a short devotion. “You know, in the early Church, there weren’t fancy stages or printed programs. But there were gifts—gifts of healing, hospitality, prayer, wisdom, and faith. And every believer mattered.”

He pointed to the poster. “Just like that drawing, God is still building His Church. Piece by piece, person by person.”

Noah looked around. The body wasn’t just something in the Bible. It was in that room. In those hands. In his pencil.

After the performances and displays, the students gathered for a surprise activity. Miss Lila held up a large piece of cardboard shaped like a body.

“This is our ‘Body of Christ’ board,” she said. “Each of you will trace your hand on a coloured piece of paper, cut it out, and write on it how you serve others—at church, at home, or in your group.”

Noah traced his hand and wrote, “I care when others are left out.” Others wrote things like “I help tidy,” “I pray,” “I listen,” and “I bake.” Soon, the cardboard body was covered with a rainbow of hands—each one showing love in a different way.

Miss Lila read from Romans 12:5: *“So in Christ, we, though many, form one body, and each member belongs to all the others.”*

“God’s idea of Church,” she said, “isn’t about showing off. It’s about showing up—with our hearts, our kindness, and our willingness to be part of something bigger.”

That night, Noah’s family drove home under the stars. “I always thought the Church was just for the grown-ups,” he said. “But I get it now. I’m already part of it.”

His mum nodded. “You’ve been part of it since the day you helped bring your neighbour’s groceries inside without being asked.”

Noah smiled. “I guess the body of Christ has quiet parts, too.”

The next Sunday, Noah brought his sketchbook to church. During morning tea, he showed it to some of the older people.

“This is my drawing,” he explained. “It’s you. And me. All of us, being the Church.”

One lady with white hair and gentle hands pointed to the feet and said, “That’s me! I walk around and check who needs prayer.”

Another laughed, “And there I am—talking too much!”

Noah smiled. It wasn’t just a drawing anymore. It was a mirror.

And in the middle of the page, in the heart of the body, he’d written one word in gold pencil: “Jesus.”

Because no matter the hands, feet, eyes, or ears—He was the reason they all worked together.

Before bed that night, Noah opened his Bible and read the verse again: “*Now you are the body of Christ, and each one of you is a part of it.*” He underlined it and whispered, “Thank You, God, for making me a part.” Then he turned off the light, knowing that even his quiet gift had a special place in God’s plan.

C) Narration Activity

Ask:

“Can you tell me Noah’s story? What did he learn about the Body of Christ? Who were some of the people in his church or co-op who had special roles?”

Prompt as needed:

- “What did Noah draw for the bulletin?”
 - “How did others use their gifts?”
 - “What did Miss Lila say about the paper chain?”
-

D) Reflective Thinking Questions

F–2:

- What did Noah learn about the Church?
- What was your favourite part of the story?
- How can you help in your church or co-op?

Years 3–4:

- Why is the Church like a body?
- What are some gifts that different people bring?
- How does cooperation make the Church strong?

Years 5–6:

- What does the story teach us about quiet or behind-the-scenes service?
 - What Bible verses help us understand the Church as a body?
 - Why does God give different people different gifts?
-

E) Activity – “Body of Christ Paper Chain or Poster”

Tutor Instructions:

Say:

“Let’s make something to remind us how every person is a part of the Body of Christ.”

F–2:

- Give each child a strip of paper.
- Ask them to draw or write one way they can help at church or home.
- Join the strips into a paper chain and hang it in your homeschool space.

Years 3–4:

- Create a person-shaped poster with parts of the body labelled with roles: hands (helpers), heart (carers), eyes (noticers), feet (servers).
- Add names or roles to each part.

Years 5–6:

- Create a booklet titled “*The Body of Christ in Action.*”
 - Include sections: What the Bible Says, My Role, Real Examples, and How I Can Grow.
 - Optional Extension: Interview someone from your church about their gift or service.
-

F) Biblical Connection – Many Parts, One Body

Read aloud or summarise:

1 Corinthians 12:12, 27

“Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ... Now you are the body of Christ, and each one of you is a part of it.”

Explain:

The Church is made of many different people with many different gifts. When we work together, we show the world the love and truth of Jesus. Just like each part of the body has a role, we all have something important to give.

Ask:

- “What’s one way you can serve others this week?”
- “How does your gift fit into God’s plan for the Church?”

Lesson 21 – Your Place in the Body of Christ

Curriculum Area: HASS (Civics and Citizenship)

Christian Theme: Cooperation – knowing your place and purpose in the Church

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today’s lesson is about discovering your place in the Church. The Bible says that every believer is part of the Body of Christ—each with a unique role. Just like hands, eyes, and feet work together in a body, people in the Church work together with different gifts. Even if you feel small or unsure, God has given you something special. Let’s listen to the story of Sienna and how she discovered her gift.”

B) Informational Story – *“Your Place in the Body of Christ”*

Ten-year-old Sienna sat quietly on the church steps, swinging her legs and staring down at the pavement. Inside, people were bustling about—practising songs, setting up chairs, preparing food for Sunday lunch. It was the annual “Church Gifts Day,” where every person was invited to use their unique talents to serve the church and community. But Sienna didn’t feel like she had anything to offer.

She sighed. “I’m not a singer. I’m not good at art. I can’t carry heavy tables or cook like Mum.”

Just then, Pastor Ben walked by, carrying a bundle of balloons. He stopped when he saw her face. “Everything okay, Sienna?”

She gave a little shrug. “Everyone else has a gift... I’m just ordinary.”

Pastor Ben sat down beside her. “You know,” he said, “in 1 Corinthians 12, Paul talks about the Church as a body. And every part of the body is important—even the ones that feel small.”

Sienna looked up. “But what if you don’t know what part you are?”

“That’s why we’re here today,” he smiled. “To discover, share, and celebrate. Sometimes, your gift is something you do naturally—so naturally, you don’t even notice it.”

Pastor Ben stood up. “Come with me. I want to show you something.”

Inside the hall, groups were forming at different stations. There was a music corner, an art table, a greeting team, a tech booth, a cooking crew, and a prayer space. Each person was busy using their talents to prepare something for the service or for people in need.

“Let’s take a walk,” Pastor Ben said. “You don’t have to do everything. You just need to find your something.”

They stopped near the welcome table, where a boy with bright eyes handed out bulletins. “This is Micah. He remembers everyone’s names.”

Sienna smiled shyly. “Hi.”

Micah grinned. "Want a sticker? Everyone gets one when they walk in."

They moved on to the back corner, where Mrs Chen and her daughter were folding napkins into flower shapes for the lunch tables. "Creativity," Pastor Ben whispered.

Next, they visited the sound booth, where two older kids were adjusting microphones and checking the projector slides.

Sienna's eyes widened. "That looks fun... but I wouldn't know where to start."

Pastor Ben nodded. "That's okay. Learning is part of discovering."

They passed the prayer corner, where an elderly lady was gently praying with a visitor who had come in off the street. She held the woman's hand and whispered comfort. "Some gifts can't be seen," Pastor Ben said softly.

As they circled the room, Sienna noticed one thing: people were smiling. Whether stacking chairs or playing piano, they seemed full of joy. Not because they were the best, but because they were needed.

She wandered over to the table where Ruby was arranging name tags. "Want to help me?" Ruby asked. "I need someone to sort them into groups—kids, adults, visitors."

Sienna nodded and sat down. She carefully organised the tags and even added a star sticker to the visitor ones. Ruby clapped. "That's a great idea!"

Before long, a woman in a wheelchair rolled up. "I'm new here," she said kindly. "I'm May."

Sienna smiled. "Hi May. I made this tag for you." She gently placed a visitor badge with a bright yellow star onto May's shirt. "That star means we're extra glad you're here."

May's eyes sparkled. "Well, I feel special already."

That afternoon, as the congregation gathered for lunch, Pastor Ben stood to give a short message.

"Today we witnessed the Body of Christ at work," he said. "Some made music. Some folded napkins. Some served quietly, others led loudly. But each one brought something only they could give."

He smiled toward Sienna. "Even our youngest members reminded us that welcome and kindness are powerful gifts."

Sienna blushed, but her heart felt warm.

After lunch, there was a "Gift Discovery Wall" set up in the hall. Each person was invited to write their name on a coloured card and stick it under a word that described them: Encourager, Teacher, Helper, Leader, Listener, Creator, or something else.

Sienna hesitated in front of the wall. "I'm not sure which one I am."

Miss Penny, the church secretary, leaned over. "Sometimes you don't fit in just one box," she said kindly. "Or you might find your word later. Want to write 'Discovering' for now?"

Sienna wrote her name on a pink card and placed it in the middle of the wall under the word "Discovering." It felt just right.

The next day, back at homeschool group, the children were asked to share something they had learned over the weekend.

“I learned that even little things can be big in God’s eyes,” said Ruby.

Micah added, “I learned that remembering names can be a gift.”

Sienna stood slowly. “I thought I didn’t have a gift. But now I think... maybe God gave me the gift of welcome.”

After group, Pastor Ben stopped by. “I heard you made quite an impact yesterday.”

Sienna beamed. “I think I found my part.”

He nodded. “Good. Because when every part does its work, the body grows stronger. And the world sees Jesus more clearly.”

That night, Sienna wrote in her journal:

“I’m not a preacher or a singer. I’m not famous or fast. But God made me to shine kindness, to spot lonely faces, and to help people feel seen. That’s my gift. I’m part of the Church. I belong.”

She tucked the journal under her pillow and whispered, “Thank you, God, for giving me a place in Your body.”

The following Sunday, Sienna stood at the welcome table with Micah. She had helped make new name tags and even printed tiny stickers with smiley faces. As people walked in, she handed each person a bulletin, looked them in the eyes, and said, “We’re glad you’re here.” Watching the smiles that bloomed in response, she realised something deep in her heart: being part of the Body of Christ wasn’t about doing everything—it was about offering whatever God had put in her hands. And she had offered it with joy.

C) Narration Activity

Ask:

“Can you retell the story about Sienna? What did she learn about herself? What made her realise she had a gift?”

Prompt as needed:

- “Who did she meet at the welcome table?”
 - “What did she write on the Gift Wall?”
 - “What did she decide her gift was?”
-

D) Reflective Thinking Questions

F–2:

- What did Sienna do that helped others?
- How did she discover her gift?
- Can you think of one way you help at home or at church?

Years 3–4:

- Why is it important to remember that every person has a gift?
- What does the story teach us about listening to others and being welcoming?
- How do you think God wants you to use your gift?

Years 5–6:

- What does Sienna’s story teach us about humility and service?
 - Why is it important to serve even in quiet or unnoticed ways?
 - How can discovering your gift help you grow in faith and community?
-

E) Activity – “Gift Discovery Wall or Journal Page”

Tutor Instructions:

Say:

“Let’s think about the gift God has placed in you—and how you can use it in the Body of Christ.”

F–2:

- Provide coloured cards or sticky notes.
- Children write or draw a way they help others (e.g. “I help my brother,” “I share,” “I smile”).
- Stick these on a wall or poster under the heading “My Gift.”

Years 3–4:

- Create a “Gift Discovery Journal” page with the prompt:
“I feel helpful when...”
“My friends say I’m good at...”
“God might be calling me to...”

Years 5–6:

- Write a short paragraph titled “*My Place in the Body of Christ.*”
 - Include examples of how you already serve and how you hope to grow.
 - Optional Extension: Interview someone in your church about their spiritual gift.
-

F) Biblical Connection – You Are a Part of the Body

Read aloud:

1 Corinthians 12:27

“Now you are the body of Christ, and each one of you is a part of it.”

Discuss:

We all belong. Even if you feel quiet, shy, unsure, or young—God has placed something in you for the good of others. The Church needs all kinds of gifts: kindness, strength, creativity, listening, prayer, and leadership. No part is too small.

Ask:

- “What is one gift or talent God might have given you?”
- “How can you use it this week to serve someone around you?”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
-

WEEK 8	COOPERATION TEAMWORK PROJECT [THESE ACTIVITIES COULD BE COMPLETED DURING WEEKLY OR FORTNIGHTLY HOMESCHOOL CO-OP MEETINGS]

Lesson 22 – About Cooperation & Teamwork

Curriculum Area: HASS (Civics and Citizenship)

Christian Theme: Cooperation in group work and shared projects

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“This week we’re learning about teamwork—how people work together to reach a common goal. In this lesson, we’ll read a story about a homeschool group project and how different personalities and skills all came together. After the story, we’ll reflect on what we can learn about working well with others in groups, families, or church.”

B) Informational Story – “*Team Project Day*”

It was the first sunny Friday in weeks, and the homeschool co-op at Greenfield Hall was buzzing with excitement. Today was not a normal day of lessons. It was “Team Project Day,” and every child had been assigned to a mixed-age group with one big task: build something—anything—that showed what it meant to work together.

Ten-year-old Ella looked around nervously. She had been teamed up with Lucas (who was seven and full of questions), Zoe (a quiet twelve-year-old who liked to draw), and the twins, Jake and Liam (eight-year-old jokers who often forgot to listen). Their project table had a box of recycled materials, some masking tape, a roll of string, and coloured paper.

“What are we even making?” Lucas asked.

“Something that shows teamwork,” Ella replied, flipping through the instruction sheet. “We can build a bridge, or a sculpture, or even a game—as long as we plan, work together, and share the roles.”

The twins were already taping spoons to cardboard.

“Wait!” said Ella. “Let’s come up with a plan first!”

Zoe nodded and pulled out her sketchbook. “I could draw some ideas.”

Ella smiled. “Good. We’ll need your creativity.”

Zoe began to sketch a model of a tall tower made from boxes, with a flag on top that read “Teamwork Wins.” Lucas clapped. “Let’s build that!”

“But how will we make it stand up?” asked Liam, already grabbing toilet rolls from the supply box.

“Good question,” said Ella. “Maybe we need a strong base.”

“I’ll test the boxes,” Jake offered, squashing one between his hands until it collapsed. “Not this one.”

The group laughed, and Zoe made a note: *Sturdy boxes only*.

They decided to assign jobs. Zoe would draw and decorate, Lucas would gather materials, the twins would tape and build, and Ella would help keep everyone on track.

“I’ll also be the Encourager,” Ella said, making a badge for herself from paper. “Sometimes teams need someone to cheer others on.”

As the building began, they ran into problems. The tower kept leaning to one side. Liam’s idea for “super sticky tape bridges” didn’t work. Lucas got frustrated when his collected straws didn’t fit anywhere.

Ella took a deep breath. “Let’s stop and regroup. Zoe, can you draw what we’ve made so far? Maybe we can find the problem together.”

Zoe sketched. “We need more support at the bottom. The base is too narrow.”

“Let’s fix that,” said Jake. “And maybe use these egg cartons!”

For the next twenty minutes, the group worked like a real construction team. Lucas ran to other tables to trade for better materials. Zoe reinforced the sketch with arrows and labels. Jake and Liam worked surprisingly well together—taking turns and even complimenting each other.

By the time Miss Kay came around to check progress, their tower stood proudly on four layers of egg cartons, held up by tubes and string, and topped with Zoe’s colourful flag.

Miss Kay raised an eyebrow. “Wow. That looks fantastic. But tell me—what did you learn about teamwork?”

Lucas raised his hand. “I learned that sometimes my job changes, and that’s okay.”

Jake added, “And I learned that you have to listen. Even if you’re excited.”

Ella grinned. “And I learned that encouraging people really helps. It made us feel more like a team.”

Miss Kay nodded. “That’s exactly what this day is about. Cooperation isn’t just about finishing something—it’s about how you treat each other while you do it.”

Later, during the showcase, the students walked around the hall, admiring each other’s team creations. Some had built cardboard castles. Others made obstacle courses or giant collages.

But one group had made a bridge with a label that read, “Many hands, one purpose.”

Zoe whispered, “That’s what church is like, too.”

Ella nodded. “Yeah. And families. And friends.”

After the presentations, Miss Kay gathered everyone for a short devotion. “Did you know that the Bible talks about teamwork too?” she asked. “In Ecclesiastes 4:9 it says, ‘Two are better than one, because they have a good return for their labour.’ And in the New Testament, Paul talks about the Body of Christ—all the parts working together.”

She held up a giant jigsaw puzzle. “Each of you made a puzzle piece this morning with your name on it. Now, let’s see what it looks like when we fit them all together.”

As they connected the pieces on the wall, it formed a giant heart with the words “We Grow Together” written in the centre.

Sienna from another group raised her hand. “So even if I’m not good at building, I’m still part of the team?”

Miss Kay nodded. “Absolutely. Some of us lead. Some of us follow. Some think. Some create. Some cheer. Some pray. But everyone belongs.”

At the end of the day, the teams helped clean up—no one left early. When the last box was packed, Miss Kay smiled. “This is real cooperation—working, learning, laughing, solving problems, and finishing strong together.”

As the students filed out, Ella picked up her paper badge and wrote something extra on the back: “Encourager and Team Builder.” She smiled and slid it into her bag.

That night, over dinner, she told her parents all about it. “It wasn’t just about making something. It was about learning how to help others shine.”

Her dad raised his fork. “That’s a lesson most adults still need to learn.”

And as she drifted off to sleep that night, Ella whispered a little prayer, “Thank You, God, for giving me a team today. Help me be someone who helps others do their best.”

The next Sunday at church, Miss Kay showed the parents photos of the Team Project Day. She pointed to the puzzle heart and said, “This is what the Body of Christ looks like in action—even through cardboard and crayons.” The children beamed. Ella spotted her tower in the background and felt proud—not just of the building, but of the teamwork it took to get there. She had learned something that would last much longer than tape and glue: that God made people to work together, and together, they could reflect His love.

C) Narration Activity

Ask:

“Can you retell the story of Ella and her team project? What did they build? How did they work together? What did Ella learn about herself?”

Prompt if needed:

- “What was Ella’s role?”
- “What helped the team work better together?”
- “What did the puzzle pieces form at the end?”

D) Reflective Thinking Questions

F–2:

- What did Ella’s team build?
- What was her job?
- Why is teamwork important?

Years 3–4:

- What made Ella’s team successful?
- What kinds of jobs were needed to finish the project?
- How can you be a good team member?

Years 5–6:

- What does the story teach us about leadership and encouragement?
 - How does cooperation strengthen community in school, church, or home?
 - Why is it important that everyone brings something different to a group?
-

E) Activity – Create a “Teamwork Wall Puzzle”

Tutor Instructions:

Say:

“Let’s each make a puzzle piece that represents our part in the team. When we connect them, it shows that we belong together and that God has given us all something important.”

F–2:

- Give students a paper puzzle piece template.
- Have them draw something they’re good at or enjoy doing.
- Assemble the pieces on a large wall poster.

Years 3–4:

- Decorate puzzle pieces with words and images showing how each child contributes to their family, group, or class.
- Add a heading: “We Grow Together.”

Years 5–6:

- On their puzzle pieces, students write:
 - “My strengths”
 - “What I bring to a team”
 - “How I can encourage others”
- Add a short paragraph to explain the value of cooperation in their lives.

Optional Extension: Plan a small group project (e.g. cleaning a park, preparing a gift basket) and put teamwork into action.

F) Biblical Connection – Growing Stronger Together

Read aloud:

Ecclesiastes 4:9–10

“Two are better than one, because they have a good return for their labour: If either of them falls down, one can help the other up.”

And:

1 Corinthians 12:12

“The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.”

Say:

“God designed people to need each other. Whether we’re young or old, quiet or outgoing, creative or practical—when we cooperate, we show the world what love looks like.”

Ask:

- “What is one way you helped your group or family this week?”
 - “How can you help others do their best?”
-

Lesson 23 – Planning and Preparing Your Group Project

Curriculum Area: HASS (Civics and Citizenship)

Christian Theme: Cooperation through planning and shared responsibilities

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Last lesson we learnt about what makes a great team. Today, we’re going to take it further by planning a project that your group will present next week. Just like a real team, we’ll need to share ideas, assign roles, and work out the steps needed to succeed. Let’s begin with a story about how another group of homeschoolers tackled this very challenge.”

B) Informational Story – “*Team Builders: Planning Day*”

At the next homeschool co-op meeting at Greenfield Hall, the children were buzzing with ideas. Miss Kay had just announced a big project: each group would prepare something to present at the final assembly next week. It could be a performance, a display, a video, or a hands-on activity—as long as it showed what they had learned about cooperation.

Ella, Lucas, Zoe, and the twins—Jake and Liam—gathered in their corner, still full of energy after last week’s successful tower project. But this time, things were different. There was no tape or boxes or clear instructions. Just imagination—and a whiteboard labelled: “Your Group Project Plan.”

Zoe flipped open her sketchbook. “Maybe we could do a play? Like the story of Nehemiah building the wall—everyone working together?”

Lucas wrinkled his nose. “Too many lines to remember.”

Jake suggested, “We could do a game show! With challenges and questions!”

Liam shouted, “Obstacle course!”

Ella sat back and sighed. This wasn’t going to be easy.

Miss Kay walked over and handed them a planning template: goals, steps, supplies, and roles. “You don’t have to agree yet,” she said. “Just listen to each other, and start writing things down.”

The group sat around the table, each person with a pencil and a copy of the plan sheet. At the top, Ella carefully wrote their group name: “Team Builders.”

“Okay,” she said, “let’s go through this step by step.”

Under ‘Goal,’ Zoe wrote: “Show how cooperation helps a group succeed.”

“What if we tell a story through pictures?” she suggested. “Like a picture book we present at the front.”

“That could work,” said Ella. “Let’s brainstorm all the options first.”

They listed:

- Picture book presentation
- Skit or play
- Game show
- Poster with real photos
- Obstacle course or teamwork challenge

Lucas tapped his pencil. “What if we combine a few? We could take photos of ourselves acting out scenes and turn that into a picture story.”

Jake’s eyes lit up. “And have one real challenge at the end, like stacking cups together or building something as a finale!”

Liam nodded. “We could show the pictures first, then get the audience to join a challenge.”

Ella smiled. “Now we’re getting somewhere.”

Miss Kay came by and gave a thumbs up. “This is what planning looks like—lots of ideas, listening, and writing it all down.”

By lunchtime, they had agreed on their final plan. They would create a storybook titled “*Building Together*”—a photo-based book showing five different cooperation scenes. Each group member would play a role in the photos, and Zoe would add drawings and captions. After the story, they would invite the audience to do a real-life teamwork challenge together.

Zoe sketched the five scenes they would need:

1. Deciding what to build
2. Gathering supplies
3. Solving a problem together
4. Encouraging each other
5. Finishing the job

Lucas said, “I’ll be the person who keeps asking questions. That’s my real skill.”

Jake added, “I’ll do the funny parts.”

Ella assigned roles for each page. “We’ll act it out and take the photos tomorrow. Then Zoe can add drawings. Lucas, you’ll write the words. Jake and Liam, you can set up the props.”

Liam asked, “Do we need costumes?”

“Maybe just hats or name tags,” said Ella. “Let’s keep it simple.”

Miss Kay gave them an envelope with a few printed supplies—poster boards, markers, labels, and photo paper. “These are your resources,” she said. “Use them well.”

They started a checklist:

- Scenes decided ☒
- Roles assigned ☒
- Props needed ☐

- Photo day planned ☒
- Teamwork challenge created ☐

The next day, they met early to act out and photograph the scenes. Lucas brought his dad's old camera. Zoe had printed mini name cards for each team member to wear. Liam had made a cardboard toolbox, and Jake had even brought fake moustaches "just for fun."

Scene by scene, they posed, acted, and laughed. Ella reminded them of the message behind each shot: "Let's make sure every picture shows cooperation—someone helping, listening, encouraging."

When they got to the final scene—"Finishing the job"—Jake held up their completed structure made of marshmallows and spaghetti. "This is the part where we all cheer!"

Zoe stood back and looked through the photos. "We did it," she said softly.

Back inside, they printed the pictures and glued them onto a large fold-out display board. Zoe added speech bubbles and titles. Lucas wrote simple sentences like "We planned," "We solved problems," and "We helped each other."

For the teamwork challenge, they prepared a short activity for the audience. "In teams of four," Ella explained, "you'll work together to build a paper tower using only straws and sticky tape in five minutes. But each team member will have a different role—just like us!"

On the day of the final assembly, families, tutors, and students gathered in the hall. Each group set up their project display. Some had songs, others had science experiments. Ella's group stood by their photo-story board, ready to present.

Zoe introduced the project. "Our group is called Team Builders. We made a picture story about cooperation."

Lucas added, "We took photos to show what it looks like when people work together."

Jake stepped forward. "And now we want you to try it too!"

They handed out packs of straws and tape to the audience. As families formed teams, laughter filled the room. Towers wobbled, tips were shared, and even grandparents joined in.

When time was up, the tallest tower stood only 53cm—but it stood.

Miss Kay clapped. "That was brilliant! You didn't just talk about teamwork—you made everyone practise it!"

Afterwards, Ella's group reflected together in the foyer.

"I thought the best part was seeing the grown-ups work like us," said Lucas.

"And hearing everyone cheer each other on," said Liam.

Ella smiled. "Planning wasn't always easy. But when we listened, shared ideas, and kept going—it all came together."

That evening, Ella wrote in her journal: "Real cooperation means being patient, letting others speak, and doing your part even when it's hard. Today we were a real team—and I think God smiled when He saw it."

C) Narration Activity

Ask:

“Can you retell the story? What did Ella’s team do this time? How did they plan? What challenges did they face?”

Prompt:

- “What did they decide to make?”
 - “How did they choose roles?”
 - “What activity did they run for the audience?”
-

D) Reflective Thinking Questions

F–2:

- What did Ella’s team plan?
- What jobs did different people do?
- Why is it important to plan before starting a big project?

Years 3–4:

- How did the team decide what to build or present?
- What makes a plan work well in a group?
- What did you notice about how they worked together?

Years 5–6:

- What planning steps helped Ella’s group succeed?
 - What does the story teach us about listening, adapting, and encouraging others?
 - How could your own group improve how you plan and prepare?
-

E) Activity – Your Group Planning Session

Tutor Instructions:

Say:

“Now it’s your turn to plan. Your group will prepare a short project or presentation for next lesson. Use this session to brainstorm, write down ideas, assign jobs, and make a checklist.”

F–2:

- Use a simple worksheet with pictures:
 - What are we making?
 - Who will help?
 - What will we need?
- Draw the final goal and each child’s role.

Years 3–4:

- Use a “Group Project Planning Sheet” with headings:
 - Goal
 - Ideas

- Materials
- Roles
- Steps
- Work with a partner or small group.

Years 5–6:

- Create a full project plan (or slideshow outline) including:
 - Purpose
 - Timeline
 - Resources
 - Roles
 - Evaluation plan
 - Share your draft plan with another group and get feedback.
- Optional Extension:** Interview a local business owner or leader about how they plan and prepare as a team.
-

F) Biblical Connection – Planning with Purpose

Read aloud:

Proverbs 15:22 – *“Plans fail for lack of counsel, but with many advisers they succeed.”*

1 Corinthians 14:40 – *“But everything should be done in a fitting and orderly way.”*

Say:

“God wants us to plan well. Even Jesus told His disciples to consider the cost and plan carefully. When we plan with others, we learn to listen, serve, and share responsibility.”

Ask:

- “Why does God care about how we plan and prepare?”
- “How can you be a good team member—not just with your ideas, but with your attitude?”

Lesson 24 – Practising and Presenting Your Group Project

Curriculum Area: HASS (Civics and Citizenship)

Christian Theme: Cooperation through teamwork and shared celebration

Target Levels: Foundation to Year 6

A) Introduction (Tutor/Parent Instructions)

Say:

“Today is the day to practise and present the group projects you’ve been working on! Our theme has been cooperation, and now you get to show others what you’ve learned. We’ll begin with a story about one group’s presentation day, then move into our own rehearsals and final presentations. Let’s learn what it looks like to work as a team and celebrate each other’s efforts.”

B) Informational Story – “*Team Builders: Presentation Day*”

It was the final Friday of term at Greenfield Hall, and the homeschool co-op was buzzing with excitement. Presentation Day had finally arrived. For the past two weeks, the students had been planning and preparing their group projects on the theme of cooperation. Now it was time to practise one last time—and then perform, present, or showcase their work for parents and friends.

Ella’s group, the “Team Builders,” arrived early. Their poster board was finished. Their props were packed. Their teamwork challenge materials—paper straws and sticky tape—were in a neat box labelled “Audience Activity.”

“Okay,” said Ella, spreading out their checklist. “Let’s rehearse our lines, practice setting up, and make sure we don’t forget anything.”

Zoe checked the display board. “The pictures are glued properly. I touched up the captions last night.”

Lucas picked up his narrator card. “Do I read this bit slowly or with excitement?”

Jake and Liam were already setting up the mini stage for the audience challenge. “We should probably test the timer again,” said Liam, holding up Miss Kay’s old stopwatch.

Miss Kay walked by and gave them a big smile. “You look ready. Just remember—today is about sharing what you’ve learned. Don’t worry about being perfect. Focus on being together.”

The Team Builders found a quiet corner of the hall to run through their presentation one last time. Lucas stood at the front, holding his cue card with both hands.

“Welcome, everyone,” he practised. “We are the Team Builders, and today we want to show you how cooperation made our project possible.”

Zoe stepped in next. “We used pictures, props, and stories to show how working together helped us solve problems.”

Jake and Liam rehearsed their short skit, pretending to stack blocks while arguing, then smiling and helping each other when they realised they needed to cooperate.

Ella's role was to wrap it all up. "And now we want to invite you to try working together too!"

The group laughed when the cardboard tower fell over during practice. "We need more tape on that," said Liam, grabbing another roll.

Miss Kay checked in one more time. "How are you all feeling?"

"Nervous but excited," said Ella.

"That's the best way to feel," said Miss Kay. "It means you care."

At 10 o'clock, the hall filled with parents, siblings, and other co-op families. The chairs were arranged in rows, and each group's display was set up around the sides. The Team Builders stood by their table, trying to look confident.

Miss Kay tapped the microphone and welcomed everyone. "We're so glad you're here to celebrate with us. Each group has worked hard to plan and prepare something special about teamwork and cooperation. Let's encourage them as they share with us!"

Group by group, students came forward. One group performed a song about friendship. Another showed a slideshow of photos from their joint gardening project. Then came a science experiment done in pairs. Every group had worked differently, but each one showed how cooperation made their idea come to life.

Finally, it was the Team Builders' turn.

Lucas took a deep breath and stepped up to the microphone. "Hi, I'm Lucas, and we're the Team Builders. Our project is called *Building Together*. We took photos to tell a story about how cooperation helped us build something stronger than we could alone."

He waved toward the display board, where Zoe had arranged the pictures into five neat panels. Each panel had a title and speech bubbles showing group conversations. Zoe explained each one in turn, pointing to the photos as she spoke.

Jake and Liam acted out short skits between panels, bringing the scenes to life. Their goofy expressions and dramatic falls made the younger kids giggle.

After the final skit, Ella stepped forward. "Now we'd like to invite you to join us in a short teamwork challenge. We have five tables set up with straws, tape, and timers. Each team will have five minutes to build the tallest tower they can—but you'll each have a different job. One person builds, one person gives instructions, one passes supplies, one times, and one encourages."

Gasps and laughs came from the audience. Some parents looked nervous, others excited. Families grouped together, choosing their roles.

"On your marks... get set... go!" shouted Lucas.

The room filled with chatter, laughter, and the sound of tape being ripped. Kids shouted instructions, grandparents measured, and younger siblings passed straws across the tables.

Miss Kay walked around smiling. "This is beautiful chaos," she whispered to Ella.

When the time was up, the tallest tower stood at 83 centimetres. But the real success was the teamwork. Each table had learned something about communicating, listening, and sharing roles.

As the crowd applauded, Ella stepped up one last time. “Thank you for joining us. We hope you had fun—and we hope you saw what we saw: cooperation isn’t just about building something. It’s about building each other up.”

Afterward, the groups packed up their displays and sat together for juice and fruit platters. Miss Kay handed out paper stars that said “Teamwork Award” and gave one to every group.

“To me,” she said, “the greatest success wasn’t the tallest tower or the funniest skit. It was seeing each group support each other, share ideas, and encourage one another. That’s the heart of cooperation.”

Back in their corner, the Team Builders reflected on how far they had come.

“I’m glad we didn’t just copy someone else’s idea,” said Zoe. “We really made it our own.”

Jake nodded. “I liked that we mixed funny stuff with serious teamwork.”

“I was nervous at first,” said Lucas, “but it felt good to stand up and talk.”

Liam added, “My favourite part was watching the families try to build together. Some of them were so funny!”

Ella smiled. “I think we showed them what God’s kind of teamwork looks like—kind, patient, and fun.”

That night, each student went home tired but proud. Miss Kay received several emails from parents saying how much they had enjoyed the event. And the Team Builders? They were already planning their next project.

Together.

C) Narration Activity

Ask:

“Can you retell the story of Presentation Day? What did the Team Builders prepare? How did they involve the audience? What did they learn about working together?”

Prompt as needed: “What was their challenge?” “Who spoke first?” “What did Miss Kay say at the end?”

D) Reflective Thinking Questions

F–2:

- What did the Team Builders show?
- What happened when families tried to build towers together?
- What do you remember about teamwork from today?

Years 3–4:

- What made the Team Builders’ presentation special?
- Why did the audience challenge help show teamwork?

- How did the group members encourage each other?

Years 5–6:

- What does this story teach us about leading and involving others in teamwork?
 - What kinds of cooperation were shown—before, during, and after the presentation?
 - What was Miss Kay’s final message, and why does it matter?
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E) Activity – Final Presentation and Feedback

Tutor Instructions:

Say:

“Now it’s your group’s turn to present your final project. You’ll share what you planned, how you worked together, and what your project shows about cooperation. Afterward, we’ll reflect on what we learned and give encouragement to each other.”

F–2:

- Present using drawings, songs, or simple explanations.
- After presenting, give a compliment to another group.
- Talk about what was fun or challenging in a short circle time.

Years 3–4:

- Present with a short group speech, poster, skit, or story.
- Fill in a “Team Reflection Sheet” with: What I did well / What I learned about teamwork.
- Give verbal feedback to another group (e.g. “I liked how you…”).

Years 5–6:

- Give a structured presentation with intro, main points, and conclusion.
 - Use a rubric to reflect on group cooperation (e.g. clear roles, shared work, listening).
 - Write one paragraph on: “The most important thing I learned about working in a team.”
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F) Biblical Connection – Encouraging One Another

Read aloud:

Hebrews 10:24 – “*And let us consider how we may spur one another on toward love and good deeds.*”

1 Thessalonians 5:11 – “*Therefore encourage one another and build each other up.*”

Say:

“Today we didn’t just present ideas. We lifted each other up. That’s how God wants us to work—in love, support, and shared purpose. Teamwork isn’t just useful for school projects—it’s the way the Church, the family, and the Kingdom of God grow.”

Ask:

- “How did you encourage others today?”
- “What did you learn about yourself when working with others?”
- “How can we keep building each other up at home and in our community?”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 9	CULMINATING PROJECT OR ASSESSMENT
