

Overview of 5th grade Curriculum for God Alive

About the Current program that this curriculum will be within ...

God Alive is a mid-week children's program for elementary school age children at my church. God Alive meets on Wednesdays from 4:00 – 6:00. God Alive is multidisciplinary approach to Christian Education. The children engage in a Worship & Word time that combines creative Bible Study with worship. The children interact with the Word through theatre arts, storytelling, visual arts, mission projects and games. Every other week the children engage in Recreation time where they learn through play by participating in theme based games. The opposite week from Recreation Time the children engage in Mission Time, where they participate in service projects. The children engage in choir time, each week, where they learn worship skills and sacred music. The God Alive choir sings in worship every 6-8 weeks. The differing parts of God Alive allow for children to experience learning in various ways. This approach to Christian Education supports Multiple Intelligence based learning. Once a month we have Hands and Feet day. On this day, we do not have the 3 parts. We spend two hours engaged in a creative endeavor or a field trip or a mission project. God Alive children lead in worship as liturgist and through an interactive sermon twice a year on Christmas Eve and Children's Ministry Sunday.

God Alive is thematically based, whereas Sunday School for children teaches the Bible stories by following the liturgical year or through an in-depth 3-year Bible study, God Alive concentrates on concepts, themes, or specific parts of the Bible. God Alive's theme based approach enables children to spend more time examining biblical concepts. The children engage in critical thinking by delving deeply into understanding

the words behind the Word. Our hope is that the children develop a deeper awareness of the essence of the Christian faith. A breadth education of the Bible is important, Raleigh Court attempts to achieve this through our Sunday School Education. Depth of Education is valued by Raleigh Court as well, God Alive provides an opportunity for students to dive deeper into the workings of the Bible.

The intended audience of this new curriculum and the rationale ...

In our 3rd-5th grade Sunday School class we have taken this depth over breadth approach. This class is engaged in a 3-year study of the Bible from Genesis to Revelation. This in-depth look at that Bible is age appropriate in that upper elementary age children are beginning to think abstractly, therefore they thrive on taking a more thorough and critical view into the books of the Bible. This rationale led us to realize our 5th graders in God Alive need a different curriculum for God Alive than the younger children. It has been our experience that children in the 5th grade begin to outgrow our current God Alive program. We are in the process of discussing the creation of a 5th grade curriculum that offer these children more opportunities for age-appropriate activities that engage them even more deeply in the message of the Bible, has a focus on social justice and mission, and allows them to be a part of a special program that prepares them for the transition from children ministries to youth ministries. We typically have four to seven children each year who are 5th graders, this low number would allow us to take these children on mission field trips and it gives us great flexibility for in-depth studies and creative endeavors.

How this format relates to educational ministry ...

I was inspired by Storypath to build this curriculum on children's literature. Children's Literature is a great way to illustrate what is relevant in a child's world and connect those issues on an emotional level to the teachings of Jesus. There are so many great books in children's literature that deal with social justice in the past and today.

Justice, fairness, equality, helping others are topics that developmentally, 5th graders, have a heightened awareness of, they are beginning to see the world around them and the reality of its systems and circumstances. As their capacity for empathy forms, we believe it is important to nurture this part of their developing minds and hearts and give these young people the opportunity to know the reality of the world in which they live and see themselves as people called by Jesus to help make a difference in this world.

Structure of curriculum and rationale ...

The 5th graders will have roughly an hour and twenty minutes on Wednesdays after choir for this separate program. My plan will develop this program in two week cycles. The 1st week will focus the words from the children's book connected with the words from the Bible. The 2nd week will focus on putting those words into action through mission work

The children's book I have selected to create this curriculum around is called "If the World were a Village," written by David J. Smith and illustrated by Shelagh Armstrong. This book takes our world and does a statistically overview of what it would look like if it were a village of 100 people. This helps children and adults to see our world as a global village where the needs of all matter. It poses the question if we viewed our world as a

village would we let people starve? Would we ignore poor schools or no schools? Would we let some people not receive healthcare? Viewing the world as 100 people living in the same community helps us to understand the significance of these questions and more.

Week 1 will begin with the leader reading 1-3 pages of the book. Each unit will be divided into these sections of the book – Introduction to the Global community, people of the community, food/water/energy of the community, school and work of the community, money and possessions of the community, health of the community, and past, present and future of the community.

The first day of Unit 1, the class will create a Lego village that represents the global village. On each “Word” week following the reading they will divide 100 Lego people into the statistical information about the village presented by the book. This will visually illustrate the realities of the community and therefore give a view into the composition of our world, which is difficult for us to understand from our small place within the world.

In this format of word and action we will learn that Jesus’ words matched his actions and that we are called to live our lives in the same way. I want these children, who are mostly children or privilege, to see their place in the world as a gift, not to be hoarded for themselves but that power of privilege should be used to help others and strengthen our global community. The words of Jesus are not meant to comfort us as much as they are meant to rattle us and move us to be like him. These children have a unique position in the world to use our resources to help others. This will be an ongoing curriculum because the program goes from September to May

Outline for 14 week fall semester “Global Village” 5th grade God Alive Curriculum

Theme	Children’s Lit	Scripture	Mission
Community	If the World were a Village by David J. Smith -Read page 7 that introduces the idea of a global village -Begin creating a Lego Global Village	-Genesis 1 – Focus on God giving us responsibility for the world. -Acts 2:42-47 – The first church	- Create invitations to the community to worship with us. - Deliver invitations as a group.
The People of the Community	If the World were a Village by David J. Smith -Read Pg. 8-15 -Add 100 Lego people to our community, show their statistical divide by nationality, then age, then religions.	-Matthew 22:34-40 – Greatest Commandment -Have Haiti Mission team share a 15-minute presentation on Haiti’s history.	-We have a group of adults going to Haiti in November. Students will send a picture of themselves and they will create drawings for each child at our school in Haiti.
Food/Water/Energy of the Community	If the World were a Village by David J. Smith -Read Pg. 16-19 & 25 -Divide the Lego population by who has food, water and energy. Create areas that provide these resources to the village.	-Matthew 25:35 – When you fed the least of these, you fed me. -Show the students how many times poor and oppressed are mentioned in the Bible. -Focus on Luke – theme of who is invited to the table.	-Make bread for Sudanese refugee community in church.
School and Work of the Community	If the World were a Village by David J. Smith -Read Pg. 20 & 21 -Divide Lego people by who is in school and who works. Build schools and businesses.	-Share with the students the basics of 1 st century Roman Imperial Rule and Jesus’ reaction to it. Discuss how current empires compromise education and prosperity.	-Organize a book drive to give to children at the Rescue Mission.
Money and Possessions of the Community	If the World were a Village by David J. Smith -Read Pg. 22 & 23 -Divide Lego population by wealth in village.	-Compare Mark 10:17-29 to Luke 19:1-10, discuss what Jesus communicates about wealth through these stories.	-Create Blessing bags for the homeless.
Health of the Community	If the World were a Village by David J. Smith -Read pg. 26 & 27 -Divide Lego Population by health.	-Luke 5:17-26 – Paralytic through the roof. Discuss the stories focus on the health of others being a shared responsibly.	-Decorate water bottles for people in hospital waiting rooms and deliver to hospital with snacks as well.
Past, Present and Future Community	If the World were a Village by David J. Smith -Read pg. 28 & 29	-What does this call to Abram and this call to the Apostles mean for us ...	-Create an internet community with children from another local church using Zoom and

	-Discuss how to make our Lego village a place where the Lego people's needs are met. Relate to our planet as a global community.	Genesis 12:1-3 Acts 1:8	brainstorm together our community needs and how to help in alleviating those needs.
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Evaluation of 5th grade program at God Alive

Since this is a new pilot program within an existing program, I would want its effect on the overall program to be evaluated by leaders and parents. I would also want the 5th graders to share how they felt about a new program designed with them in mind.

Here are some of the questions I would ask leaders ...

1. List five positive aspects about our new 5th grade program within God Alive.
2. List five challenges or areas on growth needed in our new program.
3. In what ways did the 5th grade program pose challenges to other parts of the program ...
 - Choir –
 - Mission –
 - Recreation –
 - Kindergarten through 4th grade population –
4. In what ways did the 5th grade program enhance other parts of the program ..
 - Choir –
 - Mission –
 - Recreation –
 - Kindergarten through 4th grade population –
5. Would you like to see us continue this program?
6. Do you have ideas or suggestions for the structure of the program or future curriculum focus?

Here are some of the questions I would ask parents ...

1. What did your 5th grade child share about the new 5th grade God Alive program?

2. If you have a child in another grade, what did they share about the new program?
3. Would you like to see us continue this program?
4. Do you have any suggestions to strengthen this program?
5. What do you like best about the program?
6. What does your child like best about the program?

Here are some of the questions I would ask the 5th graders ...

1. Did you like having your own 5th grade program within God Alive? Why or why not?
2. What were 5 of your favorite things we did in the program?
3. What are 5 things you wish we would have done in the program?
4. Are there parts of God Alive that you miss from last year?
5. How would you change the program if you could?
6. Do you think the younger children will enjoy this program when they are 5th graders?
7. Do you feel your faith has grown through this program? In what ways?