

<b>Lesson Title</b>	<b>People of God: How can following God bring freedom and Justice?</b>
<b>Themes of Lesson</b>	Justice, mercy and humility (Micah 6:6-8) How can we demonstrate God's justice to the world? What is mercy? What does it mean to walk humbly with God?
<b>Notes</b>	<p>This lesson has been developed to support teachers in Church of England schools who are delivering the Understanding Christianity curriculum. Prior to this lesson a Walk Through the Bible presenter will have delivered five sessions where pupils will have learnt big picture story of the Old Testament.</p> <p>This lesson has been designed to provide class teachers with a lesson structure and resources to consolidate what has been learnt and provide pupils with the opportunity to produce evidence of their learning.</p> <p>See <b>Background Notes for Teachers for context</b> to the Micah 6:6-8 text.</p>

Lesson Details	Activity	Instructions	Resources Required
<b>Starter</b> Creating the vibe	Marks of Mission - drama freeze frame	See <b>Starter Resource Sheet</b> or use one of your own favourites.	None
<b>Introduction</b> Making Connections	In groups, pupils list what action they could take to make today's world a better place.	See <b>Making Connections Resource Sheet</b>	None
<b>Teaching and Learning Activity</b> Making sense of the Text	Read Micah 6: 6-8 What do we notice? What is God telling his people that he wants from them? Pupils should share their answers with partners/groups/class.	See <b>Making Sense of the Text Resource Sheet</b>	None
<b>Teaching and Learning Activity</b> Understanding the Impact	Written/creative response (differentiated) to the work of a chosen charity.	See <b>Understanding the Impact Resource Sheet</b>	Recording equipment for higher ability
<b>Plenary</b> The Wrap Up	<b>Connecting Micah's challenge with the Five Marks of Mission</b> Use symbols and bible verses to consider how pupils can use the Bible as for guidance of how live.	See <b>Plenary Resource Sheet</b>	<a href="#">OT MINI Development Plenary</a>
<b>Assessment and Extension</b>	Peer feedback - Extension activities - Prayer and music	See <b>Assessment &amp; Extension Resource Sheet</b>	None

### Background Notes for Teachers

This lesson refers to an Old Testament book. This book is named after a man called Micah who lived about 700 years before Jesus was born. Micah was a prophet - a messenger, or a spokesperson for God. Prophets bring special messages from God to the people around them. Sometimes these messages may contain warnings; and sometimes they may contain promises of good things that are going to happen.

Micah may have found it quite difficult to tell the people around him about the message God had for them to start with because it was a warning type of message. God was actually quite cross with the people at that time because they were not really behaving that well. They were worshipping other Gods. They were also listening to false prophets—people who claimed to hear from God but were really telling lies. He also reprimands some of the leaders for the cruel way they were treating people.

However, Micah's prophecy was not all doom and gloom! He also tells the people of God that He is longing to welcome them back into his family. If they change their ways and start living God's way again, He will forgive them and give them a fresh start. Micah's advice for how to live God's way is the focus of Micah 6:6-8.

The book of Micah is one of many in the Old Testament that provide Christians with a model of God having a relationship with people. Many Christians are inspired by examples of Bible characters' faith, and also learn more about the faithfulness and character of God. Through choosing to follow Jesus, Christians see themselves as becoming members of the People of God with a mission that includes being salt and light in the world. The Church of England's Five Marks of Mission provide a framework for ways that Christians can serve and transform society: being salt and light in the world.

## Starter Activity | Creating the Vibe

### Marks of Mission | Freeze Frame

The Church of England's Five Marks of Mission enable Christians of different countries and cultures to have a common focus as they share in God's mission in the world. The Resource Sheet 3 in the Understanding Christianity curriculum package could be used for this activity or you may wish to use the simplified version below where the Marks are written in the context of the life of young people.

Give each small group of students one of the Five Marks of Mission. Allow them a five minutes to discuss its meaning and ask any questions of clarification and prepare a freeze frame that captures and communicates what they think their Mark might look like.

## The Five Marks of Mission



**We can TELL others about Jesus and why he is important to Christians.**

**We can TEACH others about God and pass on the stories of the Bible.**

**We can TEND those in need and look after others.**

**We can TRANSFORM the world for one person and make a difference.**

**We can TREASURE the world we live in and preserve it for others.**

## Introduction | Making Connections

The Old Testament tells us the story of the People of God - and their relationship with Him. They try to live in the way that God wants, following his commands and worshipping him. God makes promises to them; He always delivered on these, however His people didn't always follow through on their part of the agreement.

One of the first stories we learnt about was the story of the Flood. The story of The Flood tells us that God was trying to do away with evil in the world (from The Fall) and make it a better place. For Christians, the story of The Flood is about getting rid of evil, and also about how God will always stick with people even when they do bad things.

In groups, list what you think we could do without from today's world in order to make it a better place.

Ask pupils to split their list into two categories:

- Things we could stop
- Things we can't stop

**Discuss** together how pupils think they could help to stop items on the first list, and pick two or three that everyone in the class might be able to work hard to discontinue.

## Teaching and Learning Activity | Making sense of the Text

At the end of the OT the prophet Micah summarises what it is that God wants from his people.

What can I bring with me when I come before the Lord?

What can I bring when I bow before God on high?

Should I come before the Lord with burnt offerings, with my best calves?

Will the Lord be pleased with 1,000 male sheep?

Will he be pleased with 10,000 rivers of oil?

Should I give my first child for the evil I have done?

Should I give my very own child for my sin?"

The Lord has told you what is good, what he wants from you:

Do what is right to other people.

Love being kind to others.

Live humbly.

Trust God.

Micah 6:6-8 (paraphrased)

1. What do we notice from Micah 6:6-8?
  - 1.1. What is God telling his people that he wants from them?
  - 1.2. Pupils should **share** their answers with partners/groups/class.

## Teaching and Learning Activity | Understanding the Impact

Some Christian charities work to put these into action.

**Watch** the clips.

TearFund | [The Restoration Story](#)

Christian Aid | [This is Christian Aid](#)

**Make** a mind map recording ways that you notice these charities putting Micah's message from God into action.

Pupils should **share** their answers with partners/groups/class.

Written/creative response (differentiated)

### **Middle Ability**

Write a letter to the charity telling them what we've learnt about the way they are showing that following God might make a difference in the world today.

### **Lower Ability**

Draw a picture/cartoon for the charity sharing with them what we've learnt about the way they are showing that following God might make a difference in the world today.

### **Higher Ability**

Make an advert for the charity promoting how they are showing that following God might make a difference in the world today.

## Plenary | The Wrap Up

### Connecting Micah's challenge with the Five Marks of Mission

(At some point earlier you will have put up Marks of Mission symbols on the walls around the room and copied the selected bible verses on to individual sheets for distribution.) See [OT MINI Development Plenary](#)

Point out to your pupils that they'll see various signs on the walls around the room - each one symbolising a Mark of Mission. Explain that the Bible verse they will receive corresponds to one of these symbols.

Distribute the Bible verses. Ask pupils to read their verse and then go stand by the symbol that best describes their verse. (If pupils are unsure which symbol their verse might correspond to, give them one-on-one guidance and direction.)

When all the pupils are standing by a symbol, instruct one person from each group to read one of their verses to the class. After someone from each group has read a verse, instruct all the pupils to sit on the floor by their symbols, or return back to their chairs.

Remind pupils that signs are everywhere, alerting us to something urgent or pointing out a rule.

God puts His rules and signs in place for a reason. It's not to bully you or take away your freedoms. Instead, He places rules and signs in our lives to set us free to live a life that pleases Him. Micah's challenge provides us with some signs that guide us how to live as God would want us to.

## Assessment for Learning

Provide opportunity for peer feedback. A framework that might be useful could be Happy, Helpful and Honest feedback:

- Happy feedback - something that the reviewer liked or found enjoyable
- Helpful feedback - the reviewer asks a question
- Honest feedback - something that the reviewer thinks could be improved

## Prayer

(Pre-prepare a picture of a long 'road' drawn on a piece of lining/craft paper and cut out enough footprint shapes for everyone to have one.) Invite everyone to think of one thing they could do during the next month to take God more seriously. Offer a few suggestions, such as read a bit of the Bible you haven't read before; have a Bible story at bedtime at least once a week; say a 'thank you' prayer at the dinner table before your evening meal; talk with your family about what you have learnt about the People of God; visit a local church and spend some time quietly sitting and thinking about God. Get everyone to write their chosen suggestion on their footprint, then to come and fix it to the 'road' using a small piece of Blu-Tack. Finish by praying that as we all try to walk humbly with God, He would draw near to each one of us.

## Extension and Follow up

The class could take on the challenge of collecting for and/or putting together box/es for [Operation Christmas Child](#)

The class could sponsor a child through [Compassion International](#)

## Song/Music ideas

'Justice' from It's Party Time CD by Ishmael. For details, see [www.ishmael.org.uk](http://www.ishmael.org.uk).

'What does the Lord require of me?' from Everybody Sing CD by Dave Bilbrough. For details, see [www.eden.co.uk](http://www.eden.co.uk).

'God of justice' by Tim Hughes. In Spring Harvest Praise 2006/07, No. 26. For details, see [www.acorndirect.co.uk](http://www.acorndirect.co.uk).

## **Links to Understanding Christianity curriculum - People of God (Unit 2B.3)**

**Outcomes | By the end of this Unit, pupils are expected to be able to:**

### **Core Learning - Understanding the Impact**

Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. (UC:PoG Unit 2B.3, p.2)

### **Core Learning - Understanding the Impact**

Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. (UC:PoG Unit 2B.3, p.2)

### **Core Learning - Making Connections**

Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. (UC:PoG Unit 2B.3, p.2)

### **Digging Deeper - Understanding the Impact**

Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. (UC:PoG Unit 2B.3, p.4)

### **Digging Deeper - Making Connections**

Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. (UC:PoG, p.4)

### **Knowledge Building Blocks**

Pupils will know that:

- The Old Testament pieces together the story of the People of God. As their circumstances change they have to learn new ways of following God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
- Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example as salt and light in the world.

(UC:PoG Unit 2B.3, p.4)