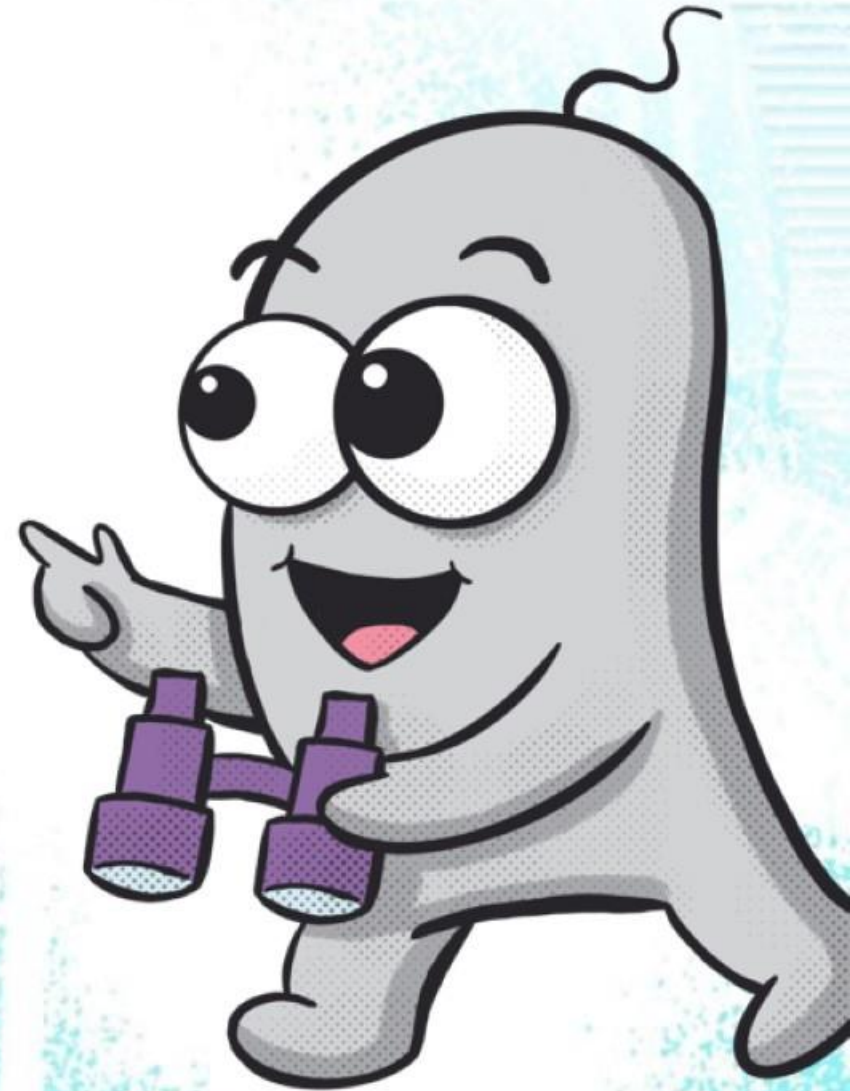


All About Questions

Using and responding
to questions with
students

Welcome

- GodSpace Curriculum – Question!
- Creating space for questions
- Responding to student's questions
- Q&A!



Question



What is a Question?

A sentence worded or expressed so as to elicit information from a person; a query, an enquiry. [Oxford English Dictionary, 2023]

A **question** is something that you say or write in order to ask a person about something. [Collins Dictionary, 2023]

Christian RI & Christian SRE

<https://christianri.org.au/>

<https://www.christiansre.com.au/>



QUESTION

Asking questions is the key to learning.



EXPLORE

*Exploration brings deeper
comprehension.*



DISCOVER

*Discovery leads to meaningful
conclusions.*

Purple Theme

Questions about Life with God

Join us for a year of questions about life with God!

GodSpace Purple invites students to consider some of the big questions about God and Jesus and what answers can be found in the Bible.

Students will encounter -

- God - who God is and how people can have a relationship with him
- Jesus - what he has done and how he makes a difference
- Faith - people living God's way, both in the Bible and up to today
- so they can reflect on what life with God could look like.



Purple Theme

Questions about Life with God

The Year at a Glance



GodSpace Purple: Questions About God

Unit 1: Questions About God and Me

Theme: Living God's Way

Overview: This unit explores some foundational questions about God and people. Students will explore how the Bible answers these questions and reflect on their own relationship with God.

Aim: To explore questions about God and people and to discover that answers to these questions can be found in the Bible.

Lessons:

***Introduction (Lesson Download)**

- 1 Finding the Answers: The Bible
- 2 Who is God? (Genesis 1-2:4)
- 3 Does God Know Me? (Psalm 139:1-18, 23-24)
- 4 How Do I Make Good Choices? (Genesis 2:9, 15-17; 3:1-13, 20-24)



Unit 2: How Is Jesus Different?

Theme: Jesus' Life and Lessons

Overview: Students will consider the question 'How is Jesus different?' The stories focus on some of the extraordinary things Jesus did, including his power over nature, sickness and death, and also his power to change people's lives.

Aim: To consider the question 'How is Jesus different?' by exploring stories of Jesus showing his power over nature, sickness and death and also his power to change people's lives.

Lessons:

- 5 Power Over Nature (Luke 8:22-25)
 - 6 Power Over Sickness (John 5:1-16)
 - 7 Power Over Death (Luke 7:11-17)
 - 8 Power to Change Lives (Luke 19:1-10)
- *Easter Lesson (See page 226)**



What is a Question?

A sentence worded or expressed so as to elicit information from a person; a query, an enquiry. [Oxford English Dictionary, 2023]

A **question** is something that you say or write in order to ask a person about something. [Collins Dictionary, 2023]

A problem for discussion or under discussion; a matter for investigation. [Dictionary.com, 2023]

Question - Explore - Discover

Question

What students know about the Big Idea

Explore

What the Bible teaches about the Big Idea

Discover

How students will respond to the Big Idea





Lesson Outline

Section 1: Question



Question



○ Wondering About God (2-3min)

See Explorers Lesson 1.

Link: This year we'll see if we can answer some of those God questions, using the Bible.

○ Unit 1 Bible Verse (3-5min)

Ask: What do you know about the Bible? (*Accept responses.*)

Show different Bibles from Unit1_Lesson1.ppt, the PDF or bring in some examples  

Say: Bibles come in all colours and sizes. Some people have the words of the Bible on their phone or device. Everyone's Bible says the same things about God. Here is something I read at the very start of the Bible: 'In the beginning God created the heavens and the earth.' (Gen 1:1, CEV)

Ask: What does that tell you about God? (*Accept responses.*)

Link: The Bible answers many questions about God.

○ Unit 1 Introduction Video: Questions With Goober (2-4min)

Play the video to introduce the Unit 1 theme: Questions About God and Me.

Ask: What's a question about God and us that you hope we'll be able to answer from these lessons?

Explore

○ A Guiding Light (3-4min)

Display the PPT slide of Psalm 119:105.

Say: A long time ago a king wrote these words about God's Word, the Bible. What do you think he meant? How could words be like a light to guide us?

If prompts are needed ask: How does light help us? (*Helps us not to trip or fall, see what things are really like. Helps us feel safe and comfortable.*) How could the Bible help us?

○ Song: Your Word (3-4min)

Play *Your Word* by Bernie Killen or *God's Word is a Light* by Colin Buchanan while displaying the image from *A Guiding Light*.

Ask the class to see if they can work out how the song relates to the image.

Display the words of Psalm 119:105.

Ask: How could words be like a light to guide us? (*See activity above for prompts if necessary.*)

○ What's so Good About the Bible (4-6min)

See Explorers Lesson 1.

Discover

○ Unit 1 Bible Verse Rhyme (1-2min)

As you teach this unit, work towards the class saying the rhyme in two groups, one group to pose the

Unit 1 Lesson 1

Finding the Answers: The Bible

Learning Outcome

Adventurers will use a given image, music and movement to say how the Bible is like a guiding light to answer our questions about God.

Resources List



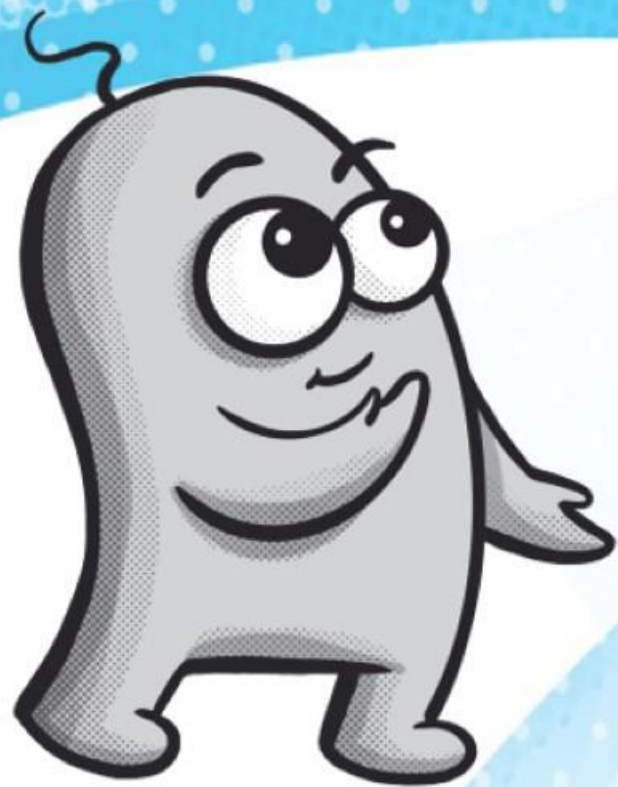
Creating Space for Questions

Questions... Why Bother?



Question for Reflection





**How are questions
useful?**



Questions... Why Bother?



Express feelings,
ideas, dilemmas

- Develop a sense of self
- Consider other perspectives



Develop thinking
and learning

- Deepen understandings
- Make connections
- Apply and evaluate knowledge
- Create and problem solve

Resources

Study of Special Religious Education and its value to contemporary society

What's In It?

- Benefits of SRE/RI
- Recommendations for SRE/RI
- This is a summary of the research findings



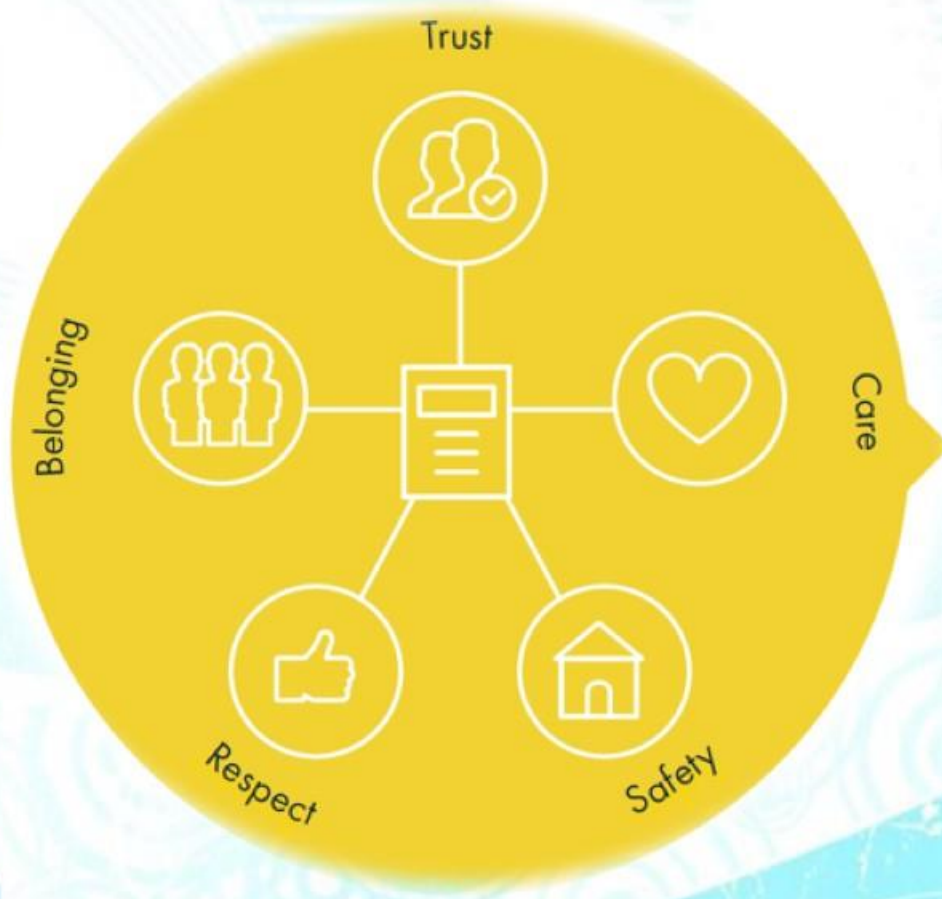
How to support students to...?



Express feelings, ideas, dilemmas

- Develop a sense of self
- Consider other perspectives

Values



“ The teachers built an atmosphere of trust with the children who felt free to express their feelings and existential dilemmas. ”

Values for reflective teaching and religious education

Trust

Care

Safety

Respect

Belonging

Examples

- Respect for the different levels of the students' beliefs and home practices
- Non-judgmental
- Provide time for students to respond or reflect
- Acknowledge all responses with kindness and openness



Including all students

Phrases

- ‘Who else was going to say that?’
- ‘Does anyone have ideas?’
- ‘What do others think?’
- ‘Would you like to add to that?’



Including all students

Ideas

- Pairs/Small Groups
 - *(Optional)* Sharing group responses with class
- Writing, drawing, miming responses
- Thumbs Up/Down – agree or disagree
- Try adjusting seating to a circle



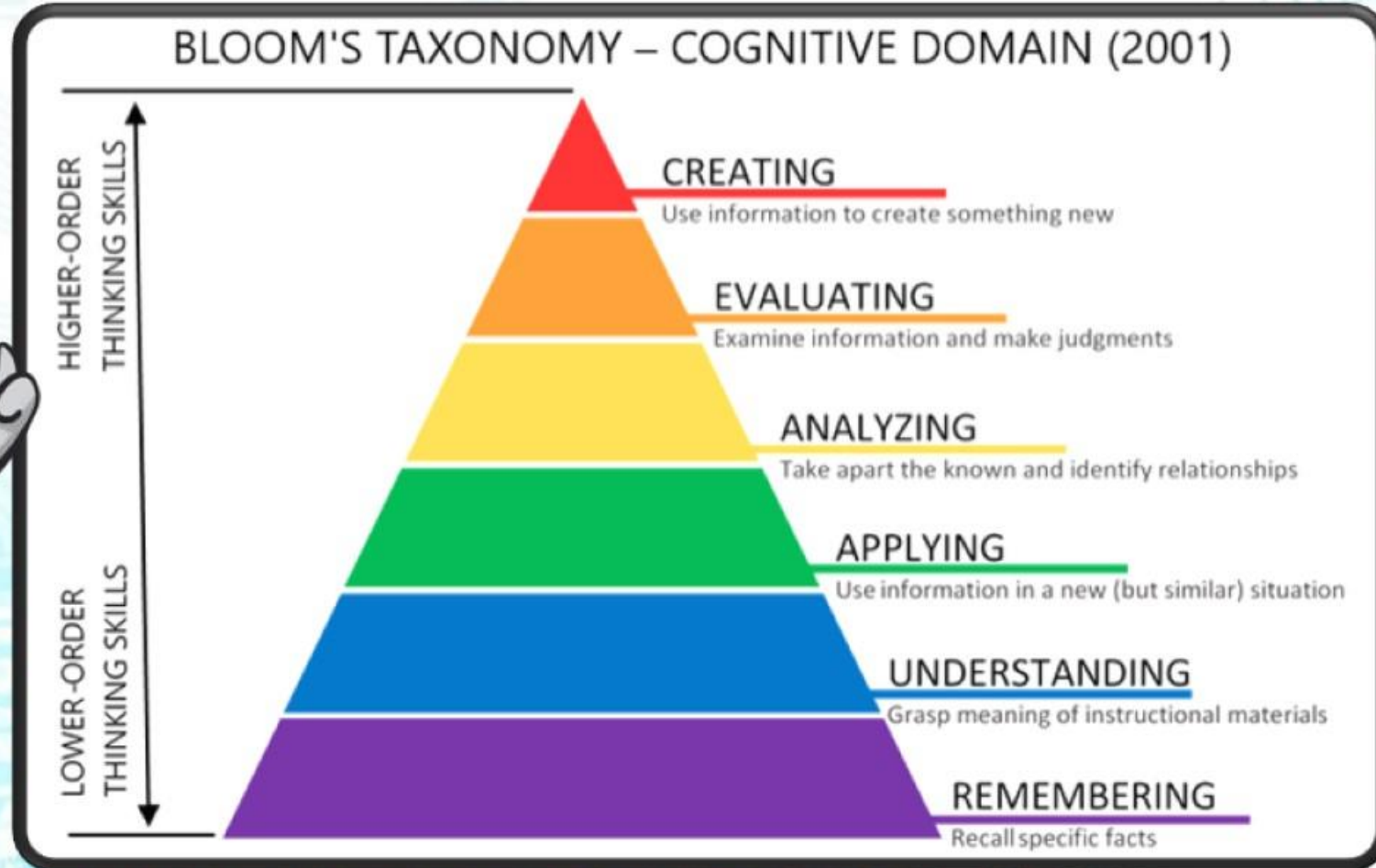
How to support students to...?



Develop thinking and learning

- Deepen understandings
- Make connections
- Apply and evaluate knowledge
- Create and problem solve

Thinking Skills





Creating

Making something new / problem-solving



Evaluating

Make judgements about information



Analysing

Break down and make connections between information



Applying

Use information in a new context



Understanding

Meaning of the information



Remembering

Recall information



- Can you draw a picture about how Jesus helps people?
- What would you do if you were in the story?

Creating



- What could be helpful for someone your age?
- What was the best way to respond? Why?
- What was your favourite part? Why?

Evaluating



- Does this story remind you of anything else you know about Jesus?
- What is similar and different between how these people responded to Jesus?

Analysing



- How could this story help when you are facing difficult times?

Applying



- Why do you think Jesus did that?
- What could it mean?
- What does this show us about God?

Understanding



- What did Jesus do?
- What happened next?
- Can you retell the first part of the story?

Remembering





Creating



Evaluating



Analysing



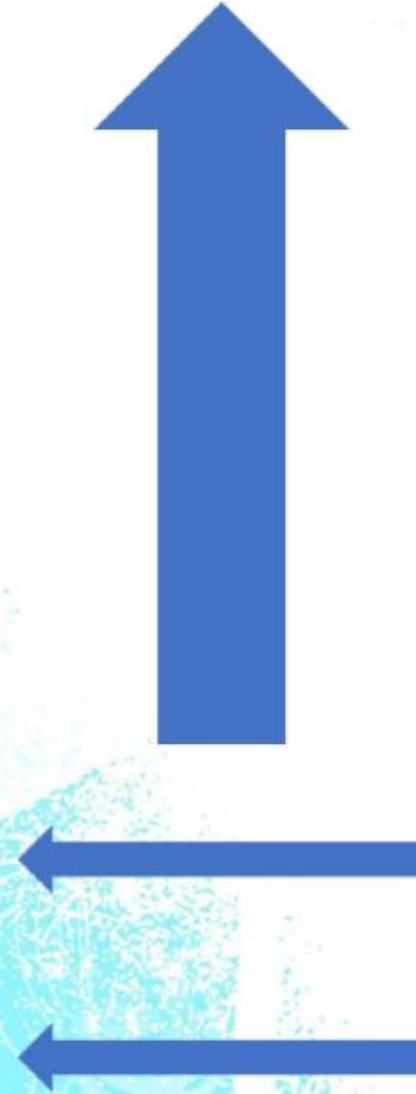
Applying



Understanding



Remembering



Lesson 1, Adventurers

A long time ago a king wrote these words about God's Word, the Bible. **What do you think he meant?**
How could words be like a light to guide us?

Explore

○ A Guiding Light (3-4min)

Display the PPT slide of Psalm 119:105.

Say: A long time ago a king wrote these words about God's Word, the Bible. What do you think he meant? How could words be like a light to guide us?

If prompts are needed ask: How does light help us? (*Helps us not to trip or fall, see what things are really like. Helps us feel safe and comfortable.*) How could the Bible help us?

Lesson 1, Adventurers

A long time ago a king wrote these words about God's Word, the Bible. What do you think he meant? How could words be like a light to guide us?

If prompts are needed, ask: **How does light help us?**
(Helps us not to trip or fall, see what things are really like. Helps us feel safe and comfortable.) **How could the Bible help us?**

Explore

○ A Guiding Light (3-4min)  

Display the PPT slide of Psalm 119:105.

Say: A long time ago a king wrote these words about God's Word, the Bible. What do you think he meant? How could words be like a light to guide us?

If prompts are needed ask: How does light help us? *(Helps us not to trip or fall, see what things are really like. Helps us feel safe and comfortable.)* How could the Bible help us?

Things to avoid

- Repeating the same question until students answer
- Repeating student's responses
- Answering one's own questions
- Encouraging chorus answers



Creating Space for Questions

Top Tips

- Foster values that provide a safe place
 - Consider your actions & approach
- Use a variety of thinking-skills levels
 - Try open-ended & wondering questions

The image depicts a vibrant, cartoon-style space station interior. A large, rectangular central display is the focal point, showing a deep blue space filled with numerous white stars. Overlaid on this display is the text "Responding to Questions" in a bold, white, sans-serif font. To the left of the display is a circular porthole with a green vine-like border, looking out onto a bright blue starry field. The control panel below the display is filled with various instruments: a pink rectangular display on the left, a red dial, several vertical bars in red and yellow, a circular gauge, and various buttons and levers. On the right side, a large, blue, segmented mechanical arm or structure extends into the frame. The overall color palette is dominated by blues, purples, and greens, with bright highlights from the instruments and porthole.

Question for Reflection



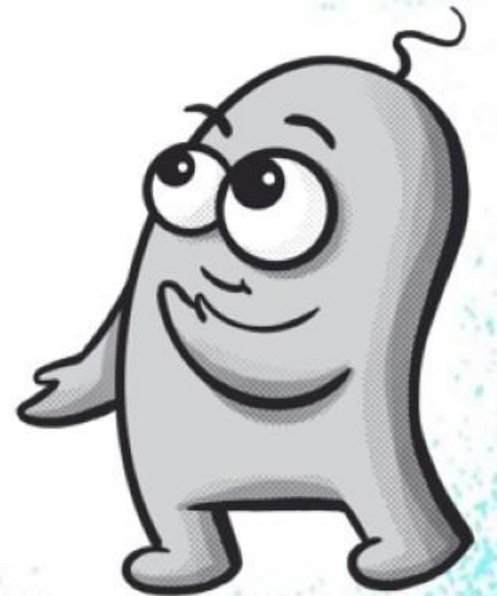


**What things should
be considered before
responding to
student's questions?**



Things to consider

- Timing
- Student's understandings
- What prompted the question
- Who you respond to
- Controversial issues
- Learning value



Resources

Answering Questions Module 2 Skills for Kids' Ministry

What's In It?

Short tutorial.

Examples of -

- What to think about
- What to say



Ways to Respond

- In the moment
- Wait
 - Prepare a response
 - Allocate time or set a routine
 - Link with a lesson
- Refer
 - To family – controversial issues
 - To teacher/school - concerns



God & Me Box


What's In It?

Guide to recording student's questions to return to at a later time.

GodSpace - God and Me Box

A *God and Me* box encourages student participation and shows all students that their questions and ideas matter to you and to God. Not all students feel comfortable participating in class discussions - a *God and Me* Box is a great way to include their questions and ideas too.

Capturing Questions



Recording, or 'capturing' questions is a useful teaching technique. It acknowledges the student, but gives the teacher some space before answering the question. This can be useful if your class has lots of questions, questions which can be answered later on or you need time to prepare an answer. A *God and Me* Box is a great way to do this.

Introduce it

- Introduce it saying that it's a box for posting their questions or comments about God or anything else they wish to tell you about the GodSpace lessons. Suggest that they include their name on the paper before they post it.
- Allocate a time for when students can post their questions and comments. You might allow individual students to write down an interesting question raised during discussion time, or ask students to wait until magazine time.
- For younger students you may need to write their question for them.

Use it

different ways of using the God and Me box:

- allocate 5 minutes in your lesson to answer the questions as written but don't read them out
- use the questions to highlight a Bible passage.
- use each term to reading and discuss them. (If you are in a state where you might like to have a court are authorised to be used in this way)
- use them to hand out to the classroom teacher to reply if there is time.
- use them to staple to a sheet, staple them in totation or out of totation.

Make it!



1. Cut a posting slit in a box with a lid. (A shoe box is ideal).
2. Cover or paint it to make it interesting.
3. Write 'God and Me' on it.

© 2010 Children Ask in free resources.



How to Respond

- Be Brief
- Be Biblical
- Be Choosy
- Be Respectful
- Be Thoughtful

Keep the Learning Outcome in focus

- Summarise responses
- Highlight a key point related to the topic

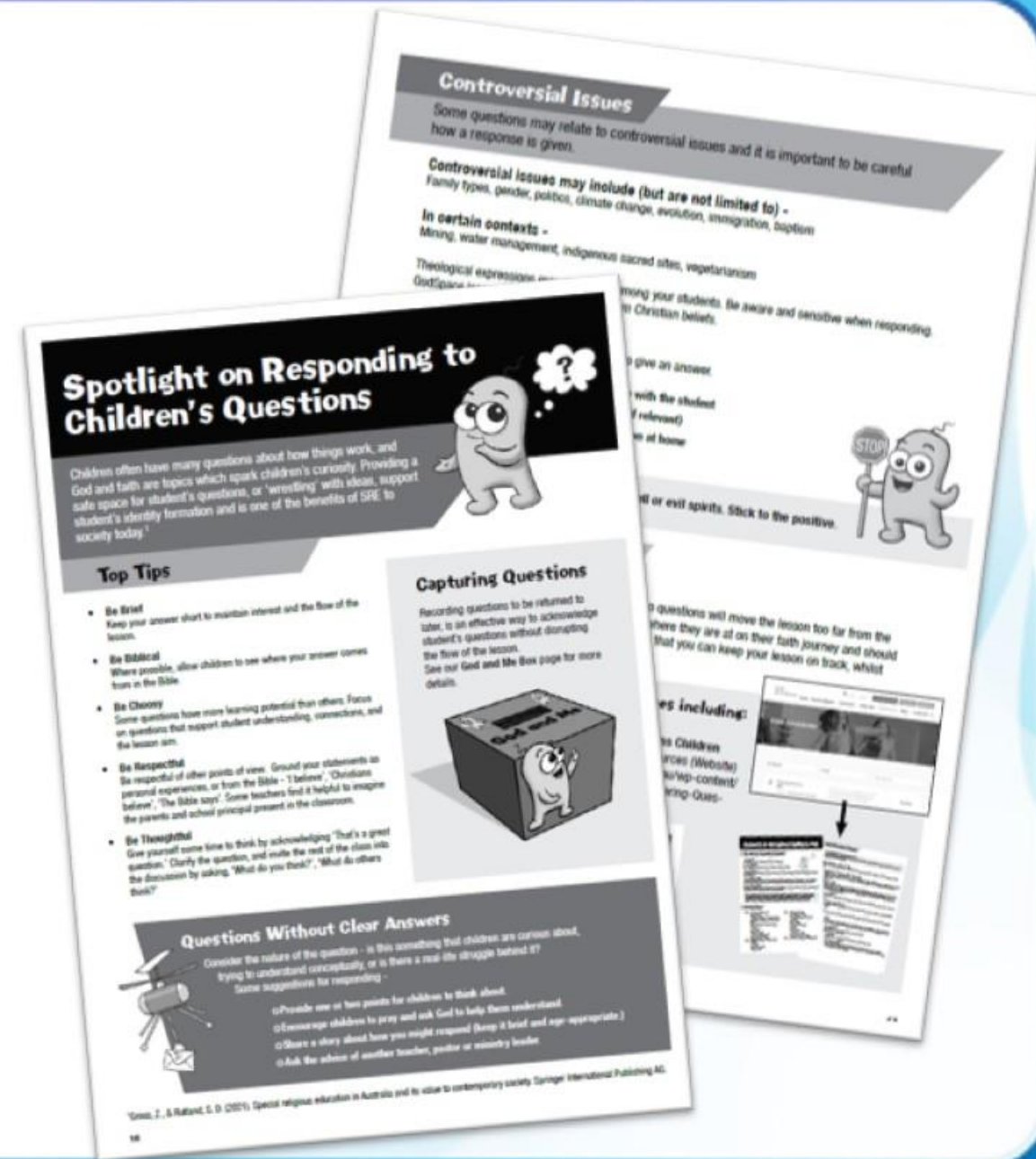
Questions Without Clear Answers

- Consider the question – who asked it, what prompted it, what would be most helpful for the student?
- Suggestions -
 - Provide one or two points for children to think about.
 - Encourage children to pray and ask God to help them understand.
 - Share a story about how you might respond (keep it brief and age-appropriate.)
 - Ask the advice of another teacher, pastor or ministry leader.

Spotlight on Responding to Children's Questions

What's In It?

- Practical guide
- Summary of session content

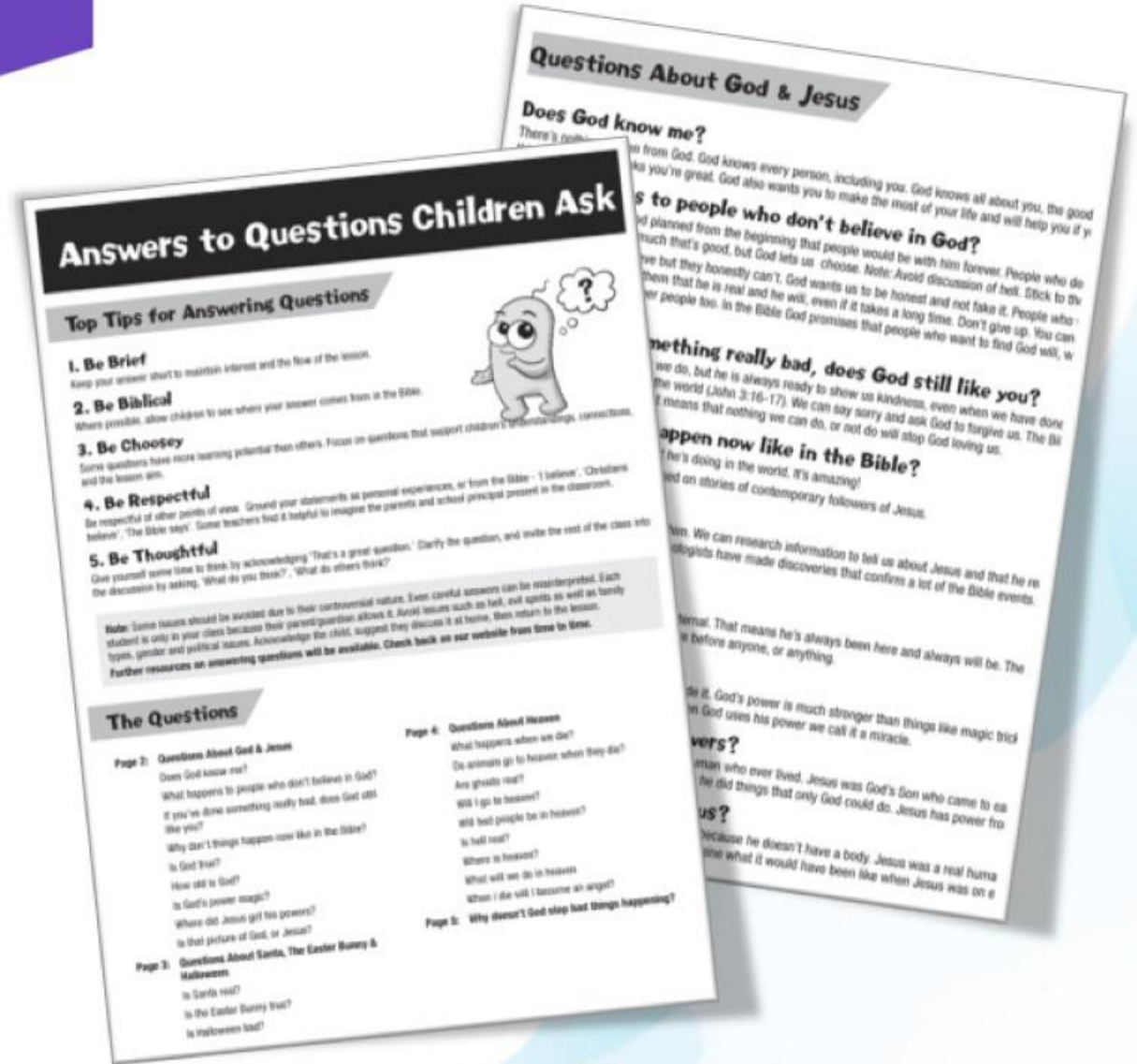


Resources

Answers to Questions Children Ask

What's In It?

- Suggested responses to common questions that children ask
- Brief & age-appropriate language



Controversial Issues



Controversial Issues

- Note: NSW has a Controversial Issues policy in state-schools
- Possible Issues –

Family types, gender, politics, climate change, evolution, immigration, baptism, mining, water management, indigenous sacred sites, vegetarianism, theological expressions

Controversial Issues - Responding

- Acknowledge the question or empathise with the student
- State that there may be different views (if relevant)
- Suggest the student discusses the question at home
- Return to the lesson



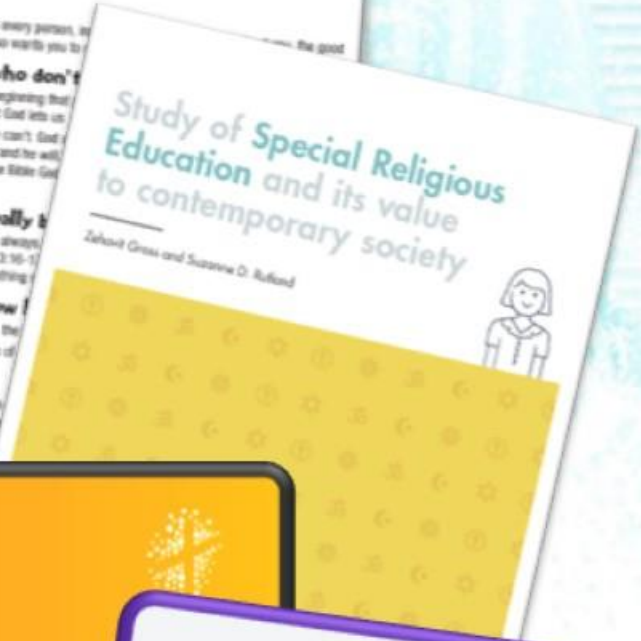
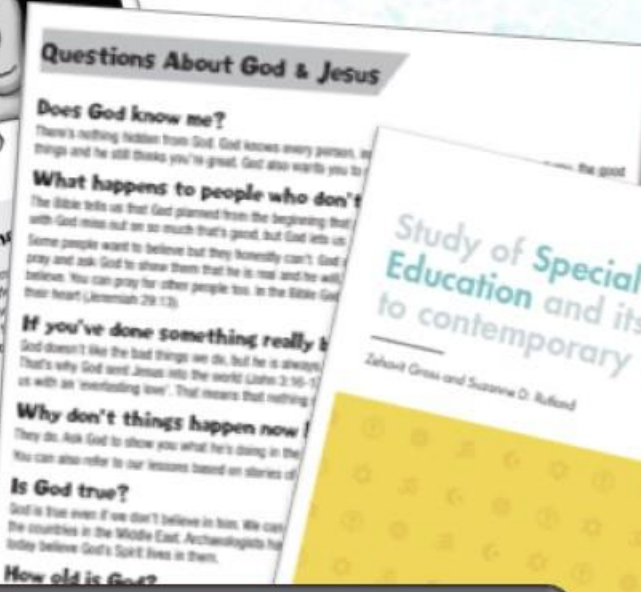
Don't allow discussion of violence, the devil, hell or evil spirits.
Stick to the positive.



Resources

Resources

- Spotlight on Responding to Children's Questions
- Answers to Questions Children Ask
- Answering Questions
- God and Me Box
- Study of Special Religious Education

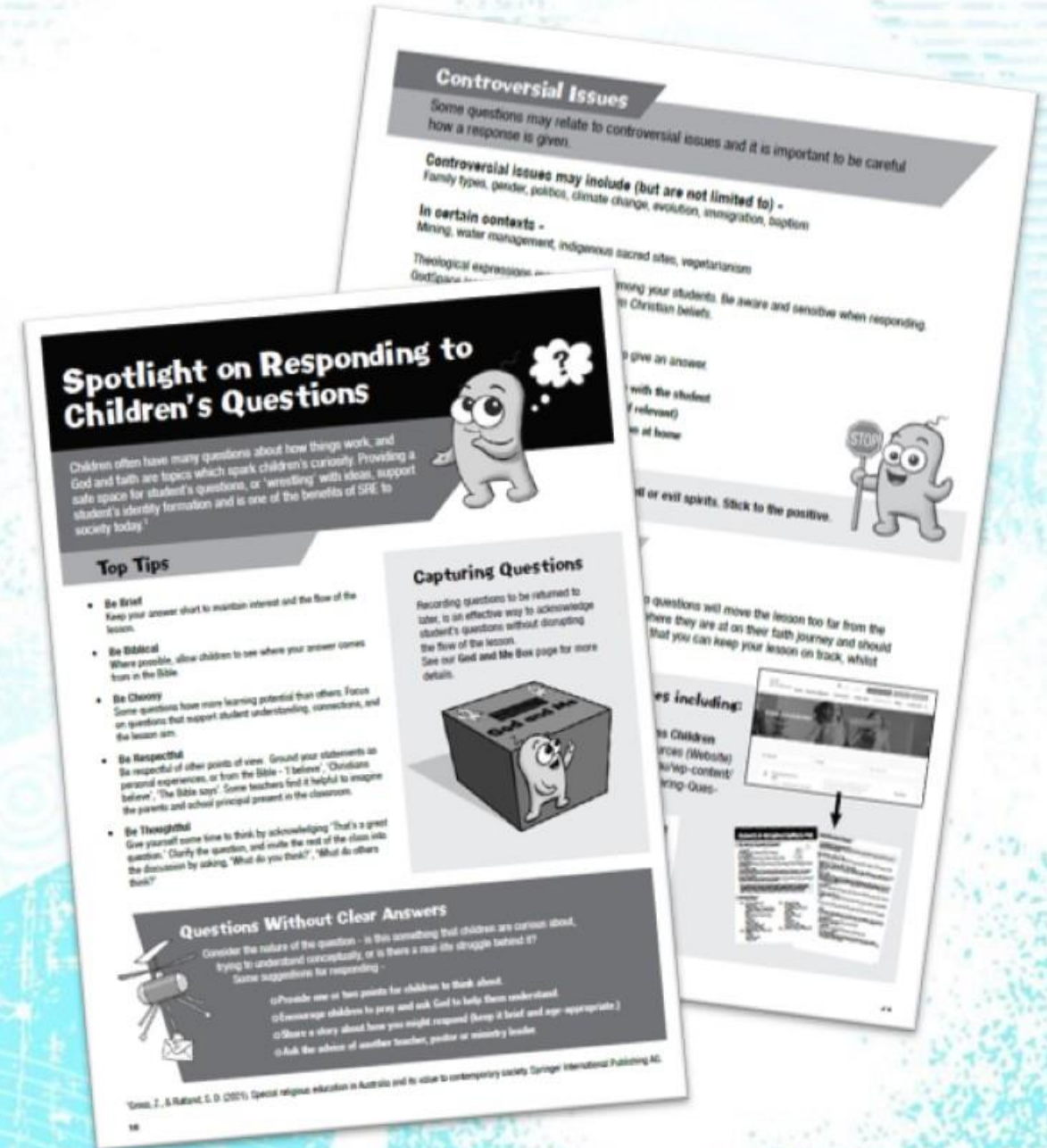


Resources

Spotlight on Responding to Children's Questions

Find it

- Free Resources <https://godspace.org.au/resources/>
- Lesson Downloads > All Units > Teaching Resources
- Front of Printed Manual p. 16-17



Resources

God & Me Box

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Children Ask in free resources.

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Answers to Questions Children Ask

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- Lesson Downloads
- All Units > Teaching Resources

Answers to Questions Children Ask

Top Tips for Answering Questions



- 1. Be Brief**
Keep your answer short to maintain interest and the flow of the lesson.
- 2. Be Biblical**
Where possible, show children to see where your answer comes from in the Bible.
- 3. Be Choosey**
Some questions have more learning potential than others. Focus on questions that support children's intellectual, social, emotional and the lesson aim.
- 4. Be Respectful**
Be respectful of other points of view. Ground your statements as personal experiences, or from the Bible - 'I believe', 'Christians believe', 'The Bible says'. Some teachers find it helpful to imagine the parents and school principal present in the classroom.
- 5. Be Thoughtful**
Give yourself some time to think by acknowledging 'That's a great question.' Clarify the question, and invite the rest of the class into the discussion by asking, 'What do you think?', 'What do others think?'

Note: Some issues should be avoided due to their controversial nature. Some careful answers can be reinterpreted. Each student is only in your class because their parent/guardian allows it. Avoid issues such as hell, evil spirits as well as family types, gender and political issues. Acknowledge the child, suggest they discuss it at home, then return to the lesson.
Further resources on answering questions will be available. Check back on our website from time to time.

The Questions

- Page 2: Questions About God & Jesus**
- Does God know me?
 - What happens to people who don't believe in God?
 - If you've done something really bad, does God still like you?
 - Why don't things happen now like in the Bible?
 - Is God true?
 - How old is God?
 - Is God's power magic?
 - Where did Jesus get his powers?
 - Is that picture of God, or Jesus?
- Page 3: Questions About Santa, The Easter Bunny & Hallowsen**
- Is Santa real?
 - Is the Easter Bunny true?
 - Is Hallowsen bad?
- Page 4: Questions About Heaven**
- What happens when we die?
 - Do animals go to heaven when they die?
 - Are ghosts real?
 - Will I go to heaven?
 - Will bad people be in heaven?
 - Is hell real?
 - Where is heaven?
 - What will we do in heaven?
 - When I die will I become an angel?
- Page 5: Why doesn't God stop bad things happening?**

Questions About God & Jesus

Does God know me?

There's nothing from God. God knows every person, including you. God knows all about you, the good and bad things you've done. God also wants you to make the most of your life and will help you if you need it. You're great. God also wants you to be honest and not fake it. People who do that's good, but God lets us choose. Note: Avoid discussion of hell. Stick to the things that he is real and he will, even if it takes a long time. Don't give up. You can always ask people too. In the Bible God promises that people who want to find God will, will be able to.

What happens to people who don't believe in God?

God planned from the beginning that people would be with him forever. People who do not believe in God will not be with him. God will punish them for what they do. Note: Avoid discussion of hell. Stick to the things that he is real and he will, even if it takes a long time. Don't give up. You can always ask people too. In the Bible God promises that people who want to find God will, will be able to.

Does God still like me if I do something really bad, does God still like you?

God is always ready to show us kindness, even when we have done something wrong. We can say sorry and ask God to forgive us. The Bible says that nothing we can do, or not do will stop God loving us.

Why do bad things happen now like in the Bible?

God is always ready to show us kindness, even when we have done something wrong. We can say sorry and ask God to forgive us. The Bible says that nothing we can do, or not do will stop God loving us.

We can research information to tell us about Jesus and that he has done many things that confirm a lot of the Bible events.

That means he's always been here and always will be. The Bible says that nothing we can do, or not do will stop God loving us.

God's power is much stronger than things like magic tricks. God uses his power we call it a miracle.

Questions About Jesus?

Jesus was God's Son who came to earth. He did things that only God could do. Jesus has power from God.

Why doesn't God stop bad things happening?

Jesus was a real human like you. He had a body. Jesus was a real human like you. He had a body. Jesus was a real human like you. He had a body.

Resources

Answering Questions Module 2 Skills for Kids' Ministry

Find it

<https://www.youtube.com/watch?v=VameF8ewTc0&t=1s>



Resources

Study of Special Religious Education and its value to contemporary society

Find it

<https://ccd.sydneycatholic.org/wp-content/uploads/2021/10/SRE-executive-summary-Nov2018.pdf>

