

MODEL UNIT
BAND A
LEVEL 1

PEOPLE WHO KNEW JESUS

LIFE CONCEPT: GOD SAVES PEOPLE THROUGH JESUS

YEAR: SUGGESTED DURATION: 5 weeks (100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)
**1. GOD'S SON
BECAME A HUMAN
BEING TO SAVE
THE WORLD**

- 1a** hear the biblical account of the birth of Jesus
- 1b** investigate Bible stories which describe Jesus' human life

**2. JESUS BROUGHT
GOD'S LOVING RULE
INTO THE WORLD**

- 2a** explore Bible stories which illustrate Jesus' love for people
- 2b** hear stories that Jesus told

**3. JESUS DIED AND
ROSE AGAIN TO
SAVE ALL PEOPLE
FROM SIN AND
DEATH**

- 3a** hear what the Bible tells about Jesus' death and resurrection

STUDENT ASSESSMENT
ASSESSABLE STUDENT OUTCOMES

Retell the story of Jesus' birth. (1a)

Retell one story from Jesus' life. (1b,2a,2b)

Retell the story of Jesus' death and resurrection. (3a)

Tell their own story about Jesus to an audience. (1b,2a)

ASSESSMENT STRATEGIES

⇒ work samples, observation, teacher's questions (TRS A1/3)

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⇒ teacher observation (TRS A1/4)

UNIT SUMMARY

Students begin the unit by making models of houses from Bible times. These are used throughout the unit as puppet characters from each house tell their story about Jesus. Students hear stories from the innkeeper in Bethlehem, Jesus' mother, Mary and Martha, Zacchaeus, a lady who listened to Jesus' stories and the Roman soldier who was present at the crucifixion of Jesus. Students respond by making up their own story about Jesus coming to their house.

UNIT NOTES

Students begin this unit by working in groups to make six model houses around which the storytelling will be based.

You will also need at least six puppets to represent the people who lived in the houses named in the puppet scripts, as well as one puppet to represent Jesus. Students or the teacher can make the puppets from a simple pattern (eg polystyrene cups with paper arms put through slits in the cups).

The houses and people can be used to build up a Bible-times village. Allow students access to this for their own play or for retelling the story.

WORDS TO KNOW

stable shepherd angel innkeeper
tax-collector blind soldier cross cave

INTRODUCTION

Optional: You could introduce this unit with a study of the houses that students live in. Students could examine what their houses are made from, how many rooms they have and the purpose of these rooms. Students could bring photos or illustrate their own home. This need not be done in Christian Studies.

1. HOUSES IN JESUS' TIME

Use children's Bibles or non-fiction material and show students pictures of houses in Bible times. Adapt and share information from TRS A1/1 to help students develop an understanding of the context of the stories.

Divide students into six groups. Each group makes a model of a house using the instructions on TRS A1/1.

Groups may also make the accompanying puppet/s.

These activities need not be done as part of the Christian Studies lesson.

DEVELOPMENT

For the six stories that follow you will find suggested concepts and questions for discussion, as well as activities to develop the story. You may wish to revisit some of the stories by using a children's Bible or a Bible story book, or by watching a video of the story.

As an ongoing project students could add other props to form a landscape for your Bible-times village, eg animals, toy people.

2. THE BIRTH OF JESUS

Story A: At the innkeeper's house

Luke 2:1–20

The Bible describes how Jesus was born as an ordinary baby, but events surrounding his birth indicate that he was also a special baby.

Use the first house and the innkeeper puppet to tell the innkeeper's story (see TRS A1/2a). Discuss questions like:

- What things do you think the baby Jesus would have done?
- What happened in the story to show that Jesus was a special baby?

The story of Jesus' birth is an important one for students to know. Bring a selection of children's Bibles or books that tell this story and read at least one to your students.

To assess students' understanding of the story of Jesus' birth, select activities from TRS A1/2a.

3. THE CHILDHOOD AND LIFE OF JESUS

The next section contains four stories about the ministry of Jesus. At the end of these stories use activities from TRS A1/3 to assess students' understanding of the stories.

Story B: At Jesus' childhood house

The Bible gives little information about the childhood of Jesus. Christians believe that Jesus was a child like any other human, except that even as a child he never did anything wrong.

Add the second house to the village. Use a puppet to represent Mary, who tells her story (see TRS A1/2b). Discuss questions like:

- Jesus was a child just like you. What things do you think he enjoyed doing?
- What kinds of wrong things do most children do? Jesus was a special child. One way that he was special was that he never did anything wrong.

Students could also experience aspects of Jesus' life as a child, eg make something from wood, share Bible-times food, play simple games that Jesus may have played.

Story C: At Mary and Martha's house

Luke 10:38–42

The Bible describes how Jesus enjoyed the company of friends, just as any human does.

Add the next house to your village. Use puppets to represent Martha and Mary, who tell

their story (see TRS A1/2b). Discuss questions and concepts like:

- Jesus enjoyed being with his friends. He wants people to enjoy good times with their friends. What times of friendship have you enjoyed?
- Jesus can still be a friend to people. The teacher can say what it means to him/her to have Jesus as a friend.

Enjoy a special 'friends time' in your classroom, eg friends sit together, play games with friends. If there are students who are left on the outer circles of friendship, structure group activities where they can 'meet a new friend'.

Story D: At Zacchaeus's house

Luke 19:1–10

The Bible describes how Jesus understood human need and showed his love for all people, especially those rejected by others.

Add the next house to the village. Explain what Zacchaeus' life was like before he met Jesus, then use the puppet of Zacchaeus to tell his story (TRS A1/2b). Discuss questions and concepts like:

- Jesus loved Zacchaeus even though Zacchaeus had been doing mean and unfair things. What are some of the mean and unfair things that people do today?
- The Bible tells that Jesus knows about the wrong things all people do, but he still loves people.

This story is ideal for dramatisation, using your own retelling of the story or an echo pantomime, eg *Fingers Tell the Story*, p 61.

Story E: At the house of a lady who listened

Matthew 13:1–8

Jesus taught through the stories he told. These stories had a deeper meaning which Jesus explained to his adult followers.

At this level, students are introduced to the stories. Do **not** attempt to explain their meaning at this stage.

Place the next house in your village. Use the puppet of the lady to tell the story on TRS A1/2c. Discuss concepts like:

- What do you like about storytelling? Who do you think would have enjoyed listening to the stories Jesus told?

Consider planting seeds to remind students of this story. You may wish to share more of Jesus' stories. See the Bible References and Recommended Resources Menus.

To assess students' understanding of the work and person of Jesus select activities from TRS A1/2c.

4. THE DEATH AND RESURRECTION OF JESUS

Story F: At the Roman soldier's house

Part One (Good Friday) Luke 23:26–49

The Bible describes the real suffering and death that Jesus experienced. Christians believe Jesus showed his love for all people through his death.

Use the remaining house and the puppet of the soldier to tell the first part of his story from TRS A1/2d. Discuss concepts and questions like:

- How did this story make you feel?
- Do you think that Jesus should have been put on a cross to die? Why do you think this happened?
- When Jesus died it was his way of showing that he loves us.

The story of Jesus' death is an important one for students to know. Bring a selection of children's Bibles or books that tell this story, and read at least one to your students

Part Two (Easter) Luke 24:1–12

The biblical account of Jesus' resurrection shows that he was more than just a human being.

The soldier-puppet tells the second part of his story (TRS A1/2d). Discuss questions and concepts like:

- How did this story make you feel?
- People who believe in Jesus feel happy when they remember that Jesus came alive again.

To assess students' understanding of the story of Jesus' death and resurrection, select activities from TRS A1/2d.

RESPONSE

5. MY HOUSE AND MY STORY

As a class, discuss how students could make up a story about Jesus coming to their house. This could be done by individuals or in small groups. Students will need their own puppet of Jesus, and possibly other puppets as well. They could make a model of their own house or use the houses that have been made.

Allow time for students to each share their story with the class. A simple assessment format is provided on TRS A1/3.

YOU WILL NEED

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|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> six cartons, paper, and construction materials for students to make models of houses from Bible times <input type="checkbox"/> materials for making puppets <input type="checkbox"/> space for displaying six houses and making a village scene <input type="checkbox"/> props that you may choose for developing the scene, eg animals, toy people <input type="checkbox"/> materials for each student to make their own puppet | <ul style="list-style-type: none"> <input type="checkbox"/> optional: boxes for each student to make a model of their own house <input type="checkbox"/> children's Bibles and Bible story books <input type="checkbox"/> optional: videos of Bible stories used in the unit <input type="checkbox"/> optional: camera and film for a photographic record of the students' work <input type="checkbox"/> optional: photocopy of TRS A1/3 for assessment |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Through discussion relate what is read and viewed to own knowledge and experience; introduce to aspects of character and setting. *Everyday Texts:* Plan spoken texts to achieve their purpose; speak audibly, pronounce clearly and order ideas.

SOCIETY AND ENVIRONMENT: *Culture:* Similarities and differences in cultural customs.

THE ARTS: *Drama:* Explore imaginary situations through dramatic action. Shape drama with puppetry. Develop, rehearse and present a drama. Share part of their drama with a familiar audience. *Visual Arts:* Demonstrate simple manipulative and physical skills in construction and assemblage; work with others on projects.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the students' involvement with the unit, eg eagerness to hear the stories, identification with the characters?

How did I respond to the range of students' understanding about Jesus?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

INFORMATION ABOUT HOUSES IN NEW TESTAMENT TIMES

HOUSES

- The houses of the poor consisted of one room, built out of mud bricks.
- The room was divided with a raised platform at one end. This is where the whole family slept and ate.
- At the other end was an earth floor which provided storage space and a place where the animals could shelter during the winter.
- In the cold weather a fire was kept burning in a hole in the earthen floor. Because there was no chimney, the houses were smoke-filled.
- Windows were small openings left between the bricks and not covered in any way.
- Steps or a ladder led up to the flat roof which provided extra living space. The roof was used for drying fruit and grain. In hot weather the roof was a cool place to sit and even sleep.

FURNISHINGS

- The houses of the poor had little furniture.
- Beds were thin mattresses filled with wool. They were rolled up each morning and stored out of the way.
- The 'table' was often a straw mat, laid out when needed. Some homes, but not all, had stools or benches to sit on.
- Because the houses were so dark, lamps were necessary in the daytime. Clay dishes were filled with oil, a strip of rag was placed inside and lit.
- Every home had clay bins for storing food for the animals, jars for storing flour and oil, pots for cooking and carrying water, and bowls for food.

The houses of the rich were larger, having extra rooms built around a central courtyard. The rich also had extra furniture, high beds, tables and chairs.

MAKING A MODEL HOUSE

New Testament-type houses can be made from inverted cardboard cartons.

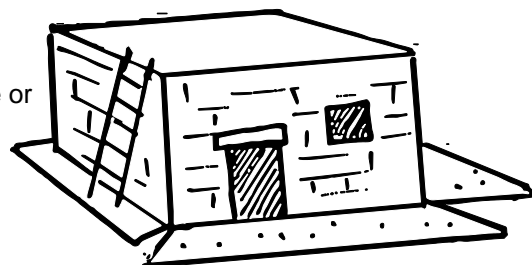
Cut one door and several small windows in each house.

Students can use small squares of sponge dipped in white or cream paint to give the houses a brick-like texture.

If flaps of the cartons are turned to the outside, they can be painted as garden surrounding the house.

A ladder of pop-sticks or cardboard folded into steps can be made to allow access to the roof area of each house.

Check each story for particular requirements of each house.



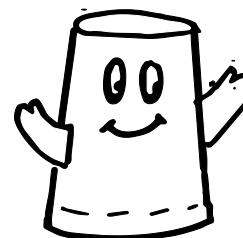
MAKING A PUPPET

Puppets can be made from inverted polystyrene (or paper) cups.

Cut an arm-piece out of cardboard.

Draw any desired features on the cup.

Cut two slits in the cup, and slip the arm-piece through the slits.



STORIES

The following scripts tell the basic stories. Adapt them as appropriate to meet the needs of your class, eg you may like to make extra puppets who tell the story in dialogue with each other.

The assessment activities are designed to assess specific goals in this unit. Adapt them as appropriate, but keep the purpose in mind. If using TRS A1/3 you can record each student's understanding of a Bible story told in this unit.

A. AT THE INNKEEPER'S HOUSE

Puppet script

The innkeeper-puppet is busy outside, humming quietly to himself.

Innkeeper: Oh! Good morning! I didn't see you there. Have you come to hear about the special baby that was born in my shed?

This is what happened. The rooms of my hotel (*indicate the house*) were full that night. Lots of people had come to town.

I heard a knock and opened the door (*indicate the door*). A man and a woman were there. I could see she was going to have a baby soon, and she looked tired.

'Can we please stay here?' they asked.

At first I said no, but I could see they really needed somewhere to stay, so I let them sleep in the shed out the back.

Later that night I heard a baby crying and knew that the lady must have had her baby.

Even later I heard people out by the shed. I went out and they told me that they had seen **angels** in the sky! The angels had told the people that this was a special baby. The angels had sent them to see the new baby.

The people went in. I peeped in, too. The baby looked just like any other baby. But I think he was special because of what the people told me about the angels.

The man and woman and the baby stayed with me for quite a few weeks. They've gone now. I don't know if they'll be back, but I hope so. I would like to see that special baby again. I wonder what he'll be when he grows up.

Activities and assessment for story A

Select from the following activities:

- As a class, discuss how students could work together to construct a nativity scene or a diorama which illustrates the story of Jesus' birth. As students place what they have made into the scene, they tell the teacher about what they have made and its part in the story.
- Students illustrate the story. Their illustrations need to include something that shows that Jesus as an ordinary baby and something which shows that Jesus was a special baby.
- Students use the innkeeper puppet to retell the story.
- Students work in groups and make up their own play which retells the story. Provide dress-up clothes and other props for students to use.

B. AT JESUS' CHILDHOOD HOUSE

Puppet script

Teacher knocks on the door and the Mary-puppet replies.

Mary: Hello. Can I help you?

Teacher: Is this the house where Jesus lives? We've come to meet his family.

Mary: That's right. I'm Jesus mother, Mary.

Come and look around. Our house is just like all of the others in this village. It's got the same flat roof and small windows. We just have two rooms; the front here (*indicate front of house*) is Joseph's carpenter shop, and in the back (*indicate back of house*) is a room for the family. But we spend a lot of time up there on the roof as well (*indicate roof*).

Listen, I can hear someone. It's Jesus' little brother and sister. They're playing out the back with our new lamb. Jesus likes to play with it, too.

Do you hear that hammering sound? That's Joseph, Jesus' father. He's a carpenter, and he makes things out of wood. Jesus is in the shop helping him. Jesus holds the wood while Joseph cuts it. Jesus likes learning how to make things, and he's very good at it.

I'll get you something to eat before you go. Here are some . . . (*puppet asks a student to pass around some food which has been prepared, eg dates, orange slices, flat bread*)

C. AT MARY AND MARTHA'S HOUSE

Puppet script

Teacher knocks at the door.

Martha: Just a minute. I'm busy. (*She soon comes to the door.*)

Teacher: Is this where Jesus' friends Mary, Martha and Lazarus live?

Martha: It is. Come in. Are you Jesus' friends, too? He'll be here soon. That's why I'm busy. I like to have everything just right for Jesus. I've cleaned up and swept the floor. I've made some of Jesus' favourite food. Now, where's that sister of mine?

Mary: Here I am, Martha.

Oh, hello, I didn't know there were people here already. I'm Mary, Martha's sister.

Did she tell you we're expecting Jesus to be here soon. I've been sitting out under the tree

just thinking about it. Last time he was here he told us about the things he was doing.

I've got lots of questions to ask him this time. I really like listening to Jesus talk.

Martha: We've got a brother, too. He's called Lazarus, but he's not here now.

Well, I must be going. I've still got lots of work to do. I want everything to be ready when our friend Jesus comes.

D. AT ZACCHAEUS'S HOUSE

Puppet script

Zacchaeus hurries out to meet you.

Zacchaeus: Hello, hello, hello. You've come to hear about the time I met Jesus, haven't you?

Come inside. Careful, now. Don't bump your head. I'm just a short man as you can see, so everything in my house is a bit low.

It happened a few weeks ago. I heard that Jesus was coming to town. Everyone wanted to see him, and I decided to go, too.

The whole road was crowded with people. I stretched up on tiptoe and I jumped up and down (*jumps up and down*), but it was no good. I couldn't see anything.

I tried pushing my way to the front of the crowd, but people said: 'We won't let you through, Zacchaeus. You're a cheat! You take too much of our money. Jesus wouldn't want to see anyone like you.'

Then I had an idea. I climbed up a tree. That way I could see Jesus, but I didn't think he would be able to see me. I didn't really want him to, because I thought that he wouldn't like me.

Jesus came walking up the road. He stopped right under the tree where I was hiding. He looked right up at me, and he said: 'Zacchaeus, come down! I want to stay at your house today.'

I scrambled down from that tree as fast as I could. I brought Jesus right back here to my house (*indicate the house*). Jesus talked to me and helped me understand that I had done some really bad things. But the best thing he told me was that he had come to find and help people like me.

I decided to give back all the money that I had taken from people. I think Jesus liked that, and I liked it, too. It's much better to do things that make people happy.

I have to go now. I've got to go and visit some of my new friends. Bye.

E. AT THE HOUSE OF A LADY WHO LISTENED

Puppet script

The lady is outside her house, working in the garden.

Good morning. Have you come to see my garden? Careful, don't step there! That's where my children have planted some special seeds, and they'll be really upset if anything happens to them.

Isn't it a beautiful day? It reminds me of the day when I took my children to hear Jesus speak. It was a few weeks ago. The children were very excited. We had heard that Jesus was coming to our village, so we went out looking for him. We found him by the lake; it's called Lake Galilee. There were so many people there that day that Jesus had to sit in a boat. All the people sat around on the sand and listened to him talk. Even the children listened because Jesus told lots of stories.

Do you like stories? Well listen, this is a story that Jesus told us that day:

'There was once a farmer who was planting the seed for his crops. He had the seed in a bag and was throwing it out with his hands (*demonstrate*), which is the way we do it here. Some of the seeds fell on the road and the birds flew down and ate it, so of course that seed didn't grow.

'Some of the seeds fell on the rocky ground on the side of the road. They started to grow, but the soil wasn't very deep, and there was no water. When the hot sun shone, the seeds died.

'Some seeds fell in with the weeds. They started to grow, too, but the weeds grew faster and soon smothered the seeds.

'But some seeds fell on the good ground and grew up tall and strong. People were able to get a lot of grain from those seeds.'

My children liked that story. When we got back to our house they wanted to plant some seeds. They are looking after them very carefully because they want their seeds to grow up big and tall just like the ones in the story Jesus told.

Activities and assessment for stories B,C,D, and E

Select from the following activities:

- Students find an illustration of the story in a children's Bible or Bible story book. Students retell the story in their own words.
- Students illustrate one of the stories. Write (or the teacher scribes) what is happening.
- Students use one of the puppets to retell the story.
- Students work in groups and each group illustrates part of the story. Paste these illustrations together in a long strip. Students slide their pictures through a 'television' made from a cardboard box, telling the story as they do so.
- Some interactive computer programs may have these stories as part of the program. Provide access to these programs, observing and assessing students' understanding of the story.
- Students work in groups to act out the story. Students present their plays to the class.

F. AT A ROMAN SOLDIER'S HOUSE

Puppet script: Part One

Soldier-puppet strides out of his house.

Soldier: Stand back! This is a Roman soldier's house. You people aren't allowed in here. What do you want?

Teacher: Excuse us, sir. We heard that you had a story to tell us about a man called Jesus.

Soldier: Jesus? Oh yes. It's a sad, sad story. Some days being a Roman soldier is not a nice job.

That time we had to put three men on big wooden crosses and wait around until they died.

Two of them were bad men and had made lots of trouble. The third one was that Jesus you asked about.

Jesus had already been beaten up. His head was bleeding where someone had put a crown of prickly bushes on him.

Some of his friends were watching and they were really sad.

While we were waiting, it got darker and darker, even though it was still daytime.

Finally, it happened. Jesus died.

Somehow I knew that this Jesus hadn't done anything wrong. I called out really loud: 'Jesus must really have been a good man. He must have been somebody special.'

Listen, I have to go now, but the story isn't finished. Come back to my house tomorrow and I'll tell you the rest.

F. AT A ROMAN SOLDIER'S HOUSE

Puppet script: Part Two

Teacher: I hope that Roman soldier remembers that he was going to finish his story for us today. I wonder if we could knock at his door.

Soldier-puppet comes out.

Soldier: Greetings, my friends. I'm glad you came back because I have some more to tell you.

Yes, Jesus had just died. His friends took his body off the cross and carried it away. Some

of us soldiers followed them because we had to be on guard.

Jesus' friends took his body to a garden and put it in a cave. They rolled a huge rock in front of the cave. Then they went away. They were really sad, and I felt sad, too.

We soldiers stood guard by that cave for the rest of that day and night and another day and night. Then, just as the third day began, the most amazing thing happened.

There was a bright light all around us. It was so bright we had to shut our eyes. When we opened them, the stone was rolled away from the cave and Jesus' body was gone.

Our captain was cross with us, and we got into all sorts of trouble. He made us tell lies and say that Jesus' friends had come and stolen the body.

But that's not true. Something special happened that night. I've heard that Jesus' friends are saying that he is alive again. They say that they've seen him and talked with him. Do you know what? I think it's true.

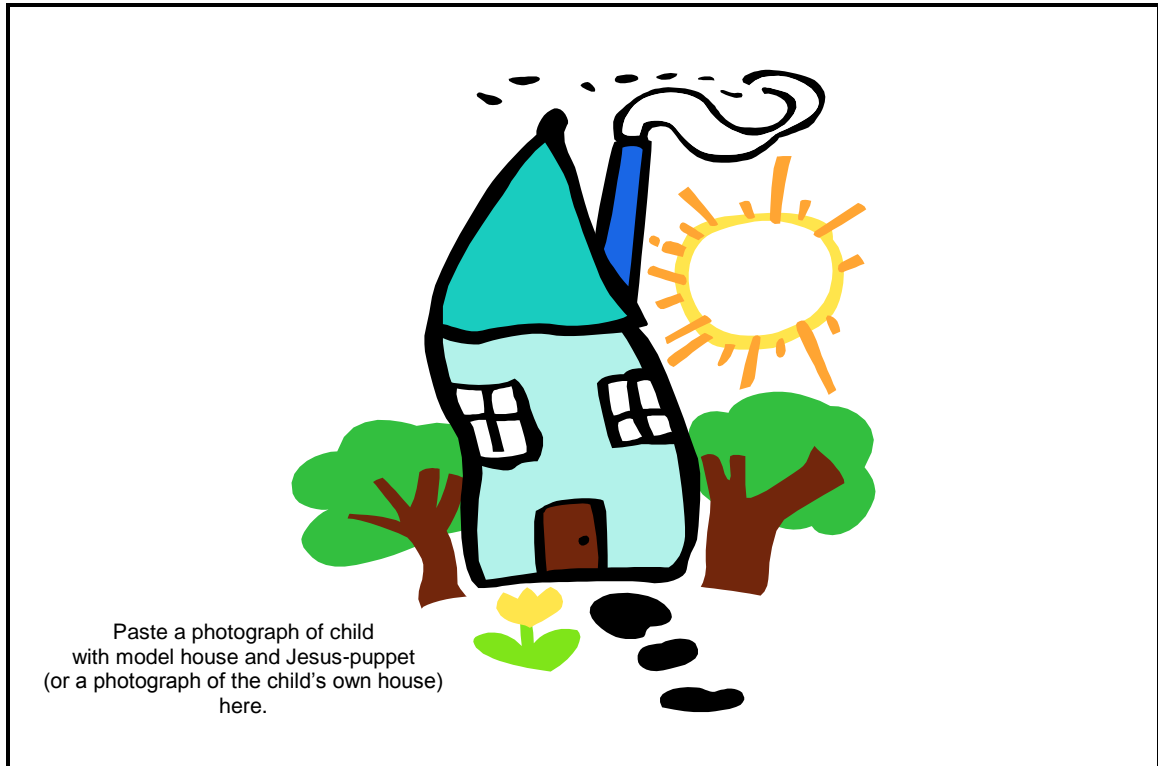
Activities and assessment for Story F

- As a class, discuss how students could work together to construct a diorama which illustrates the story of Jesus' death and resurrection.

As students place what they have made into the scene, they tell the teacher about what they have made and its part in the story.

- If you use *The Lion First Bible* to revisit these stories, students can develop their own pictures from the titles of the stories: 'The saddest day' and 'The happiest day'. Students could divide a page in two and make their own illustrations under these headings. Alternatively, this could be made into a mural showing these two scenes. If choosing the latter suggestion, be sure you take the opportunity to question students about their understanding of the stories.
- Students illustrate the way each story makes them feel. Students write (or the teacher scribes) an explanation of their drawing. As you talk with students about their illustrations, use questions which assess their understanding of the story.

If Jesus came to my house



_____ made up this story about Jesus coming to his/her house:

A story about Jesus from the Bible that _____ knows is the story of

A note from the teacher _____
