

**MODEL UNIT**  
**BAND A**  
**LEVEL 2**

# JESUS' LOVE

**LIFE CONCEPT: GOD SAVED PEOPLE THROUGH JESUS**

YEAR: ..... SUGGESTED DURATION: 4 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 a Bible story in which Jesus shows his love for  
people. (1b,2a,3a)

Identify people to whom Jesus shows his love. (2a)

**ASSESSMENT STRATEGIES**

⇒ work sample

⇒ TRS A2/3

**UNIT SUMMARY**

Through storytelling, students are invited to 'enter' Bible stories which illustrate Jesus' love for people. For each story, students consider who Jesus showed his love to, how he showed love and how it would have felt to receive Jesus' love. Students hear the Bible's message that Jesus loves each person. They portray themselves with Jesus.

## UNIT NOTES

The focus of this unit is on Jesus' love for people. Use creative storytelling to help put the students 'into' the stories you tell. To do this you will need to be familiar with each story and consider how you will capture the students' interest. To assist you, Teacher Resource Sheet (TRS) A2/1 contains suggestions for setting the scene for each story. TRS A2/2 contains a model for a chart which can be used to discuss the stories. You will need to make a copy of this chart to use with the students. As appropriate, use pictures as well as words to complete the chart.

The book *Fingers Tell the Story* (see Recommended Resources Menu) contains echo pantomimes relating to each story. If you have access to the book, use the appropriate pantomime after each story.

The unit concludes with a celebration of songs. TRS A2/4 provides suggestions for using songs, either throughout the unit or as a culmination to it.

### WORDS TO KNOW

love miracle forgive cross

## INTRODUCTION

### 1. SHOWING LOVE

Shows student objects which you have been given as a sign of love, eg a gift, a ring, a letter, flowers.

Discuss, record and illustrate (or mime) some of the ways in which people show love (eg by words, through actions) and how it feels to know that you are loved.

The teacher may wish to read picture books in which people show love and how it feels to be loved. (See Recommended Resources Menu).

Give students the opportunity to show their love for someone. This could be by doing something special, making a small gift, writing a letter.

Be sensitive to students in your class who may feel that no-one loves them. Look for opportunities to reassure all students of the Bible's message of Jesus' love and to demonstrate your own care and concern.

## DEVELOPMENT

### 2. JESUS' LOVE

The Bible tells about Jesus' love for all people. He showed his love in the way that best met each person's needs.

Tell students that for each story you tell, you will be asking them to think about

- *who* it was that Jesus loved
- *how* Jesus showed love
- how they think the people *would have felt*.

To do this, they will need to imagine that they are in the story, watching what is happening.

After telling each story, discuss questions like the following and complete the chart about *Jesus' love* (TRS A2/2).

- What did the people in this story need?
- Have you ever felt like this?
- What did Jesus do that showed his love for the people in this story?
- How do you think the people would have felt when they knew that Jesus loved them?
- Did Jesus act the way you expected him to?
- Is there anything different that you think Jesus could have done?

As students participate in the activities suggested for each story, use this opportunity to assess their understanding of the story.

#### A. Jesus loves children (Mark 10:13–16)

This Bible story shows Jesus as a person who loves and cares about the needs of children and to whom children can relate. Use TRS A2/1a to introduce the story and then continue to tell it in your own words.

Use the *Jesus' love* chart to discuss the story and add the students' suggestions.

Students could

- work in groups and use playdough or plasticine to make figures of Jesus and the children. Encourage students to act out the story in their own words;
- learn a song which tells about Jesus' love for children. See TRS A2/4 for suggestions for using songs.

#### B. Jesus loves many people (Mark 6:30–44)

The story of Jesus feeding 5000 people shows Jesus' love for people and his power as the Son of God. Explain this in words like: *Jesus was not just an ordinary man; the Bible tells he was God at the same time. Because he was God, Jesus could show love in special ways.*

Use TRS A2/1a to introduce the story, and then continue to tell it in your own words.

Use the *Jesus' love* chart to discuss the story and add the students' suggestions.

Students could

- enact the story using real bread and fish;
- make some flat bread or damper. Show love by sharing this with another class.

### **C. Jesus loves people and cares about the way they feel (Mark 5:22–24, 35–43)**

The story of Jesus healing Jairus' daughter shows Jesus' concern and love for the grieving parents as well as his power to heal. Use TRS A2/1a to introduce the story, and then continue to tell it in your own words.

Use the *Jesus' love* chart to discuss the story and add the students' suggestions.

Discuss the feelings of the people at different points in the story.

Show students paintings where colour has been used to capture feelings. Students use colours (paint, oil-based crayons or textas) to do two illustrations, one before and one after Jesus raised the girl to life.

### **D. Jesus loves people that other people don't love (Mark 2:13–17)**

The story of Jesus calling Matthew and eating with 'sinners' tells about Jesus' love for people whom society rejected. It can assure all people that Jesus loves them, just as they are.

In preparation for the story, ask the students to each make a puppet who would be 'hard to love'. Perhaps their puppet is someone who takes their things, tells lies, cheats, etc.

Use TRS A2/1a which gives instructions for using the students' puppets in the story.

Use the *Jesus' love* chart to discuss the story and add the students' suggestions.

Students use their puppets and make up a story of what might happen after the puppet has met Jesus.

### **E. Jesus loves people who hurt him (Luke 23:26,32–49)**

In the story of Jesus' death, Jesus forgives those who had hurt him. Christians believe that in his death Jesus showed his love for all people.

Put the story in context by using the introduction on TRS A2/1b. As you tell the story, focus on the words *Father, forgive these people, they don't know what they are doing.*

Use the *Jesus' love* chart to discuss the story and add the students' suggestions.

Students could

- make a diorama of the scene to go in the worship centre;
- illustrate the death of Jesus on one half of a folded sheet of paper (the other half will be used in the next session).

To further explore the reason for Jesus' death, you could ask students how they feel when they see a picture of Jesus on the cross. Use a personal explanation like the following:  
*A picture of Jesus on the cross reminds me that Jesus loves me. When Jesus died on the cross he was hurting for the wrong things that I and everyone else do. When Jesus died, he was showing me that he loved me.*

### **F. Jesus loves his friends and does not want them to be alone (John 20:1–20)**

Jesus' appearance to his disciples, his closest friends, again illustrates his love and concern. Use TRS A2/1b to introduce the story of Jesus' resurrection and appearance to Mary and the disciples. Continue to tell it in your own words.

Use the *Jesus' love* chart to discuss the story and add the students' suggestions.

Students could

- make a diorama of this scene to go alongside that of the crucifixion;
- use the other half of the paper (previous session) to illustrate the resurrection.

## **3. JESUS LOVES YOU**

Use the *Jesus' love* chart to review the stories and identify situations in which people today need Jesus' love. Tell students that the Bible tells about Jesus' love for all people, no matter who they are or how they are feeling. Students illustrate people Jesus loves (TRS A2/3).

## **RESPONSE**

### **4. JESUS AND ME**

Read to the students *I Know Who Jesus Is* by Helen Caswell, or lead students to imagine themselves with Jesus.

Provide students with appropriate art materials with which they portray themselves with Jesus. Their picture could put themselves into one of the Bible stories or show Jesus with them in their daily life. Students write, or the teacher scribes, a caption for each picture.

### **5. CELEBRATION**

Conclude with a celebration of songs which focus on Jesus' love (see TRS A2/4).

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> large paper to construct a chart of Jesus' love</li><li><input type="checkbox"/> sketches or story props to assist in storytelling (see TRS A2/1)</li><li><input type="checkbox"/> playdough, art materials, materials for constructing puppets, paints</li><li><input type="checkbox"/> recipe and materials for making flat-bread or damper</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> songs, tapes, CDs which tell of Jesus' love</li><li><input type="checkbox"/> <i>Fingers Tell the Story</i> (see Recommended Resources Menu)</li><li><input type="checkbox"/> the book <i>I Know Who Jesus Is</i> (see Recommended Resources Menu)</li><li><input type="checkbox"/> photocopy of TRS A2/3 for student use</li></ul> |
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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 setting, characters and plot of a story.

**THE ARTS:** *Drama:* Shape drama with puppetry; cooperatively develop, rehearse and present their drama. *Music:* Use instruments and voice to experiment with sound; perform a range of relevant songs. *Visual Arts:* Draw or paint to record observations, express feelings and thoughts; use simple skills of visual communication.

**HEALTH:** *Health of Populations:* Identify things that people need to stay healthy (love).

from the National Statements and Profiles

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I help the students identify the needs of characters in the stories and ways in which Jesus showed his love?

How did I respond to the range of students' understanding that Jesus' love is for all people?

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

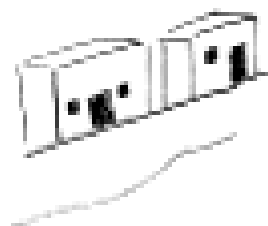
How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

# SETTING THE SCENE FOR THE STORIES

## A. Jesus loves children

**DRAWING:** a simple sketch of houses and a road

**OR PROPS:** a story-telling mat with a road, toy houses and people.



### INTRODUCTION:

*Come with me, back to the land where Jesus lived. The people in this town are very excited because they have heard that Jesus will be coming through their town today.*

*See, here are some of the children peeping out from behind the houses. They want their mothers to take them to see Jesus.*

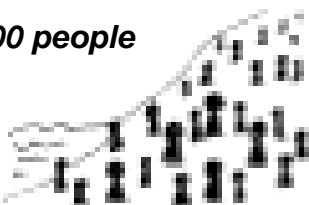
*'Wait a minute', say their mothers. 'Are your hands clean?'*

*At last they are ready. Off they go.*

**CONTINUE:** Tell the story (Mark 10:13–16) in your own words. Emphasise that Jesus is a person who loves and cares about children and to whom children can relate.

## B. Jesus feeds 5000 people

**DRAWING:** sketch a hillside with the sea in the background. Draw a large crowd of people.



**OR PROPS:** a rug placed over some books to represent the hills; toy people for the main characters. Represent the crowd of people with pop-sticks or bottle tops.

**INTRODUCTION:** *Here we are again, back in Jesus' land. See all of these people? There are men, women and children.*

*They've all come to hear Jesus talk. There's about 5000 people. They've walked a long way from their homes to hear him talk. Now it's the end of the day, and the people are tired. The children are hungry and starting to grizzle.*

**CONTINUE:** Tell the story (Mark 6:30–44) in your own words. Emphasise Jesus' love for people, his concern for their welfare, and his special power.

## C. Jesus heals Jairus's daughter

**DRAWING:** two people with worried faces. Draw their house showing some rooms, and a bedroom with a girl lying inside.



**OR PROPS:** a house made from a box and puppets or toys to use as the people.

**INTRODUCTION:** *Come with me, back to the land where Jesus lived. Meet Jairus and his wife. They're very worried today because their daughter is not well. She had a temperature yesterday and today she's much worse. The doctor hasn't been able to help her.*

*Jairus knows that he has to get help from somebody. So he goes looking for Jesus. He has to walk a long way from his home, but this doesn't bother him. He is sure that Jesus will be able to help his daughter.*

**CONTINUE:** Tell the story (Mark 5:22–24, 35–43) in your own words. Emphasise Jesus' love and concern for the grieving parents, as well as his power to heal.

## D. Jesus calls Matthew

**PUPPETS:** The students make their own puppets which you will use as you tell this story. You will also need a puppet to represent Matthew and a puppet to represent Jesus.

**INTRODUCTION:** Give each student time to introduce their puppet who is 'hard to love'. After all students have done this, the teacher introduces Matthew Levi.

*Come back to the land where Jesus lived. Meet Matthew Levi. He is a cheat. It's his job to collect money from the people and give it to the government. Matthew collects too much money and keeps some for himself. He is getting very rich, but the people are getting poorer and poorer. That's why no-one likes Matthew Levi.*

*One day Matthew was collecting money, when Jesus came along.*

**CONTINUE:** Tell the story (Mark 2:13–17) in your own words. Emphasise Jesus' love for people whom other people don't like.

At the part of the story where Matthew invites his friends to his house, bring in all of the puppets that the students have made. Use your puppet of Jesus to invite them to come to him, talk to them and assure them of his love.

### E. Jesus' death

**DRAWING:** Draw a road leading to a rocky hill. As you talk, sketch people: use one colour (not black) for Jesus' enemies and another for his friends.



**OR PROPS:** Place a rug over a tin, add some rocks and a road leading to the hill. Use puppets or toy people for the soldiers. If you make Jesus out of pipe-cleaners, he can be placed onto a cross. (You may wish to explain about the cross in simple language, eg what it was made from and its common use in Bible times).

**INTRODUCTION:** *You've heard many stories of how Jesus showed his love to people. You might think that everyone loved Jesus. But this was not how it was.*

*There were many people who did not like Jesus at all, and they wanted to see him killed. These people plotted together and made a plan to capture Jesus. They came at night when Jesus was in a garden praying. They tied Jesus up and took him to the leaders of the town to be judged.*

*Jesus had done nothing wrong, but they told lies about him and hurt him. Jesus was whipped and led away by soldiers who took him outside of the town to be killed.*

*Come with me and see what happens. Look, here comes Jesus now, walking along, carrying a heavy cross.*

**CONTINUE:** Tell the story (Luke 23:26,32—49) in your own words. Emphasise Jesus' love and forgiveness for people who hurt him.

### F. Jesus appears to Mary and the disciples

**DRAWING:** a simple outline of an open cave in a garden setting; also a house on the other side of the paper.



**OR PROPS:** a blanket, a small tin to represent the tomb, small plants for the garden and an open box for the house.

**INTRODUCTION:** *Perhaps you don't feel like going back to Jesus' land after the story you heard yesterday. But come to this garden where the next part of the story happens.*

*After Jesus died, his friends took Jesus' body to this cave.*

*They wrapped his body in cloths and laid it in the cave. They rolled a big rock to cover the opening to the cave and went away feeling very, very sad.*

*Now it is two days later.*

**CONTINUE:** Tell the story (John 20:1–20) in your own words. Emphasise Jesus' love for his friends who were feeling alone without him.



# Jesus' love



Use the headings from this chart as a model to use when discussing the stories in this unit. The words provided here are a **sample only** of what your class chart may look like. Use them to guide students' ideas, but accept all of their suggestions.

People Jesus loved	How Jesus showed his love	How people felt when Jesus showed his love
children	called them to him held them talked to them	happy pleased cosy
many people	was worried that they were hungry made enough food for them all to eat	not hungry any more surprised wondered where the food had come from
a mother and father who were feeling worried and sad	came to see them told them not to worry healed the girl asked people to bring her food	very worried at first very sad when the girl died so happy when she was alive again wanting to say thank you to Jesus
people that others don't love	talked with them sat with them ate a meal with them wanted them to be his friends	pleased that someone loved them happy to be sharing a meal with Jesus laughing good inside
his enemies	let them hurt him hung on the cross said 'forgive them' died	some of Jesus' enemies may have been pleased the soldier would have thought about Jesus a lot Jesus' friends were very sad
his disciples	talked with them wanted to be with them told them not to be afraid	a bit scared puzzled pleased to see Jesus again

teacher's name names of individual students	forgave us promises to be with us	happy safe thankful
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# People Jesus loves



Students use the middle box to illustrate Jesus (or the teacher can paste in a picture of Jesus before photocopying the page for students). Students use the frames to illustrate people whom Jesus loves. This could be people from the Bible stories or it could be people they know. It could include themselves.




# CELEBRATE WITH SONG

Choose songs with a chorus where everyone can join in.

Choose songs that are appropriate to the unit or to specific stories in the unit.

Write the words on a large chart and point to them as you teach and sing them.

This will reinforce students' reading skills.

Some songs lend themselves to using pictures as well as words.

Teach one verse at a time.

Sing, sing, sing!

## ***Movement and action***

- Hand-clapping, foot-tapping, knee-slapping and variations of these, will all lead to active participation.
- As well as learning words to the songs, students can make up actions, clapping rhythms, chants or dances.
- Tie streamers or floating scarves around the students' wrists as they move to songs.

## ***Instruments***

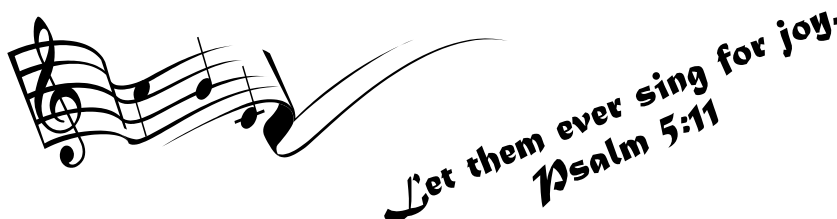
- Use percussion instruments to accompany the songs.
- Students make their own musical instruments to accompany the songs.
- Groups of students take turns being the band that accompanies the singers.

## ***Extend the use of songs***

- Some songs lend themselves to illustrations. As a class, make a mural that matches the song and the theme of the unit.
- Individual students could make their own painting or poster that matches the song.
- Make a big book of songs that go with a theme. Give your book a title page and a table of contents. Students add illustrations for the songs. Use this in class worship.
- Once students have learnt a song, encourage them to substitute words or make up their own words where appropriate.
- Students can also try writing their own words for familiar tunes.
- Groups of students take turns in leading worship sessions. Encourage students to choose appropriate songs that fit the theme of the worship, and not just their favourites.

## ***Find an audience***

- Use songs that you have learnt to lead or enhance school worship.
- Teach the songs to another class.
- Invite parents to a class 'sing-along'.
- Make a tape-recording of the songs you have practised. Students can take turns in taking this home and sharing it with their family.



GOD SAVED PEOPLE THROUGH JESUS