

**GOD SAVED  
PEOPLE  
THROUGH  
JESUS**



**BAND**

**B**

**PLANNING GUIDE**



## CONTENTS

Aims .....	3
Background notes for teachers .....	4
BAND B students .....	6
Goals .....	8
Menus	
Bible references .....	10
Introductory activities .....	11
Development activities .....	13
Response activities .....	17
Recommended resources.....	18
Planning pro-forma .....	21
Model unit for level 1 .....	25
(with teacher resource sheets)	
Model unit for level 2 .....	35
(with teacher resource sheets)	
Model unit for level 3 .....	45
(with teacher resource sheets)	
Students and families .....	56

This planning guide is a part of LIFE, a Christian Studies curriculum developed for Lutheran schools.

LIFE is a joint project of the Board for Lutheran Schools of the Lutheran Church of Australia and Openbook Publishers.

*God saved people through Jesus* is one of twelve concepts covered by LIFE curriculum. This BAND B planning guide contains model units for three middle years of primary school.

Writer: Mignon Weckert

Theological adviser: David Strelan

Editorial adviser: Mary Jo Zwar

Published November 1998

© Board for Lutheran Schools, Lutheran Church of Australia, 197 Archer Street, North Adelaide, SA 5006

Printed and published by Openbook Publishers, 205 Halifax Street, Adelaide, South Australia 5000

# **GOD SAVED PEOPLE THROUGH JESUS**

## **AIMS**

The ultimate aim of LIFE curriculum is that

- students will come to know God as Father, Son and Holy Spirit
- students will have faith in God as their Father, Saviour, and Helper.

We understand that faith is entirely a gift of the Holy Spirit.

We teach in obedience to Jesus' command to go and teach.

*How can people have faith in the Lord  
and ask him to save them,  
if they have never heard about him?  
And how can they hear,  
unless someone tells them?  
Romans 10:14 (CEV)*

## ***GOD SAVED PEOPLE THROUGH JESUS***

As Christians we believe this and are compelled to tell others.

Our aim in teaching this concept is that students

- hear,
- explore and
- reflect on

these faith statements:

1. God's Son became a human being to save the world
2. Jesus brought God's loving rule into the world
3. Jesus died and rose again to save all people from sin and death

# BACKGROUND NOTES FOR TEACHERS

## GOD SAVED PEOPLE THROUGH JESUS

*(Note: There is naturally some overlap between this concept and the RESCUE concept. The Theological Perspectives for RESCUE [God saves people from sin and evil] should be read as background also for this present concept.)*

Jesus and the good news of his saving work are central to every LIFE concept. In this concept, however, we have a special opportunity to tell the story of Jesus. Our aim will surely be to help students meet Jesus — not just as a figure from ancient history, a character in a book or the centre of a set of doctrines, but as a real living person.

The four Gospels give us a portrait of Jesus, each highlighting certain features, but all confronting readers with the questions: Who is this Jesus? What is the point of his story? One of the most important ways for teachers to prepare to teach this concept is to read at least one of the Gospels with these questions in mind.

**TRUE GOD** Jesus is true God. This is what makes Jesus unique. He is more than a great teacher, wonderful model and inspiring spiritual leader. He is the Son of God ‘from eternity’. That means, there has never been a time when Jesus did not exist as God’s Son (‘the Word’, John 1:1–3).

Jesus is ‘God incarnate’, that is ‘God in the flesh’ (John 1:14). If we want to know what God is like, we look at Jesus (John 14:9). He shows us the power, glory, wisdom of God, and especially the love of God (John 1:17,18).

**THE KINGDOM OF GOD** When Jesus began his ministry, he announced that the kingdom of God was here. In his person the loving, saving rule of God had come to human beings. Jesus taught people about God’s kingdom. In parables about the kingdom he told people what it is like when God rules with his grace. People were impressed by Jesus’ teaching (eg the Sermon on the Mount, Matthew 5 – 7); he obviously knew what he was talking about. Jesus’ miracles were ‘signs of the kingdom’. God’s loving rule was in action when Jesus healed the sick, raised the dead, forgave sinners and accepted outcasts.

It is important that we and our students recognise Jesus as truly God. This means that it is no mere mortal but God himself who is our Saviour. The Son of God ‘humbled himself’; he did not always and fully use his divine qualities (power, glory etc). In order to save us, ‘he gave up everything and became a slave, when he became like one of us’ (Phil 2:7). So great was his love for sinful human beings, that the Son of God put himself through all the misery, pain, and suffering of sinful human existence and through hell itself (Matt 27:46) in order to rescue us from sin and its consequences.

**A REAL HUMAN BEING** Jesus is truly human. We need to be sure of this. The Son of God became a human being **for us**, to take our place — to live the perfect life we are supposed to live but can’t, to take our sins on

himself and pay the penalty we deserved. As a human being he died our death and went through the hell of being forsaken by God.

### CONCEIVED AND BORN

It was a truly human foetus that spent nine months in Mary’s

womb, and — despite the haloes on the Christmas cards — it was a truly human baby whom lowly Mary gave birth to and nursed. The big difference was that he was born without sin; he did not inherit the sin and guilt of his human parent.

Jesus lived a truly human life. He developed physically and mentally (Luke 2:40). He went through normal human experiences. He got tired, he was hungry and thirsty, happy and sad, pleased and angry. The one difference was that he never thought, did or said anything wrong. His life was perfect; he obeyed his Father in absolutely every respect, even though he knew all the time that this would mean sacrificing his innocent life to pay for the guilt of the whole human race.

**SUFFERED AND DIED** Jesus’ suffering and death were real. He felt what any of us would feel. In Gethsemane, for example, he was ‘deeply distressed’ and said: ‘I’m so sad that I feel as if I’m dying’ (Mark 14:34). He felt the shame of the soldiers’ mockery and the pain of their scourging, the weight of the cross,

Jesus opened the way to God which had been blocked by sin. That way is now open for all people through him.  
Jesus is the Saviour who shows us the loving heart of God.  
Theological Foundations of LIFE

the agony of crucifixion and the torture of being forsaken by his Father.

**ROSE AGAIN** Jesus' resurrection was real. The same human body that suffered, died and was buried became alive again. More than 500 eyewitnesses said they saw the risen Jesus, and they were ready to die for what they claimed. In the forty days after Jesus' resurrection his followers saw how Jesus' body was no longer restricted by the physical laws of time and space. Jesus' self-humbling for us is over. Now he is in an 'exalted' state; he always and fully uses his attributes (power, glory etc) as God.

Jesus' resurrection is central to the Christian faith. It shows that he is truly God, that God has accepted Jesus' perfect sacrifice for the sins of the world, and that death can no longer hurt human beings as the punishment for sin.

## AT THE FATHER'S RIGHT HAND

Still today Jesus is God in human flesh. A human being — one of us — is forever at God's right hand, as the advocate who intercedes for us, as the Lord who rules all things for our benefit. We can follow him through suffering, death and resurrection to live forever with bodies that will be glorified like his (Phil 3:20,21; 1 John 3:1–3).

**FAITH IN JESUS** To believe in Jesus means more than just acknowledging that what the Bible says about Jesus is true. It means **trusting** Jesus as our only hope of being rescued from our guilty condition and from the punishment we deserve. More than that, it means living and dying with the confidence that because of Jesus God is always for us and nothing can separate us from God's love (Romans 8:31–39).

## FOR REFLECTION AND/OR DISCUSSION

1. What questions do the *Background Notes* raise for you? What questions do you think your students will have on this topic?
2. Why is this an important topic to teach to your students? What implications might the topic have for the life of your school?
3. Discuss:
  - a) Christians (and Christians schools) can regard the fact that many children have never heard of Jesus, or know very little about him, as a plus rather than a minus.
  - b) How should teachers of younger children handle the difficulty children often have when we talk about Jesus as both God and a human being?
4. Comment on the following:
  - a) The great thing about Jesus' death was that it was **God** who died for us. The great thing about Jesus' resurrection was that it was **a human being** who rose again from the dead.
  - b) We Christians often say 'Christ **died** for us. Christ **rose again** for us.' We sometimes forget also to say: 'Christ **lived** for us'. All the time Jesus spent on earth was important for our salvation.
5. Discuss the appropriateness of using Christian creeds or Luther's explanation of the second part of the Apostles' Creed in worship if there are non-Christians in the class/school.

## FOR FURTHER READING

Luther's explanation of the second part of the Apostles' Creed in the Large and Small Catechisms

Augsburg Confession Art II (*Book of Concord* p 29)

(See also the index of the *Book of Concord* pp 657–659)

*One in the Gospel*, by Friedemann Hebart, Openbook Publishers, chapter 12: *And there's no other God*.

*Good Question*, ed B Schwarz, Openbook Publishers, p 71: *Was Jesus God?*; p. 76 *Jesus' death; Reality of the resurrection* p 110.

# BAND B STUDENTS

The question 'Who is Jesus?' could result in a wide range of responses from the students in your class. There may be some for whom 'Jesus' is nothing more than a swearword that precedes trouble. For some, Jesus may be simply a character in stories, in the same category as Father Christmas and fairies. And for some, Jesus may be a real and important friend.

Students who do know of Jesus may have the stereotypical image of Jesus as 'meek and mild', walking around dusty Palestine in a spotless white robe. Challenge students to see Jesus as a real person who can identify with them and their life experiences. At the same time assist students to grow in their understanding that the Bible describes Jesus not only as a real human being, but also as truly God who loved them so much that he gave his life for them.

This unit provides the teacher with a great opportunity to witness about his/her personal faith in Jesus. The words and actions of the teacher can communicate more about Jesus to the students than any specific curriculum activities.

<b>DEVELOPMENTAL CHARACTERISTICS</b>		<b>IMPLICATIONS FOR TEACHING</b>
Students are developing skills of investigation and inquiry.	➡	Facilitate research requiring the gathering, collating and presenting of information.  Provide the students with a wide range of resources about the topic, including videos, computer programs and people, eg pastors, people familiar with Jewish beliefs and practices.
Students consider that laws should be observed mainly to avoid punishment or earn reward.	➡	When discussing religious laws and Jesus' teachings, focus on the motivation (response to God's love), rather than on the threat of punishment.  Allow students to study examples from the Bible which explore freedom of choice, consequences of choices, and responsibility.
Students are attracted to heroes as role models.	➡	Provide students with Bible passages and resources which portray Jesus not only as a 'good' man, but also as God's Son, the Saviour of the world.
Students are able to use imagination and insight when dealing with beliefs.	➡	Provide opportunities for students to become immersed in the story by setting the scene and using creative storytelling techniques.  Allow students to use a variety of creative media, such as art, drama and music, to present and express their beliefs.  Provide opportunities for students to explore and respond to Jesus' parables from new perspectives.

Students are developing skills of personal reflection and application.



Provide opportunities for students to reflect on the ideas and insights about Jesus presented in hymns and Christian songs.

Provide opportunities for students to reflect on the information they have gathered, the beliefs of others and their own beliefs. Encourage students to identify implications of these beliefs