

MODEL UNIT
BAND B
LEVEL 1

THE STORY OF JESUS

LIFE CONCEPT: GOD SAVED PEOPLE THROUGH JESUS

YEAR: SUGGESTED DURATION: 4 weeks (135 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 explore biblical descriptions of Jesus as God's Son
- 1b examine biblical descriptions of Jesus as truly human

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

- 2a explore Bible stories in which Jesus helped people to know God
- 2b explore the way in which Jesus lived out his teaching

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

- 3a explore the way people respond to Jesus' death and resurrection
- 3b examine the implications Christians believe Jesus' death and resurrection have for all people

STUDENT ASSESSMENT
ASSESSABLE STUDENT OUTCOMES

Record information from the Bible about Jesus' birth and who Jesus is. (1a,1b)

Record information about Jesus' ministry. (2a)

Record information about the events and purpose of Jesus' death and resurrection. (3b)

Retell the story of Jesus' life, death and resurrection. (1a,1b,2a,3b)

ASSESSMENT STRATEGIES

⇒ TRS B1/1, B1/2

⇒ TRS B1/3

⇒ TRS B1/4–1/6

⇒ presentation of story

UNIT SUMMARY

Students examine the story of the birth, life, death and resurrection of Jesus through the words of a song. They record information about Jesus from the song and other resources. They retell the story of Jesus, using their chosen method of presentation.

UNIT NOTES

In the unit the students will be examining the words of a song which tells the story of Jesus. As the students examine each of the verses, they will record important facts about Jesus. See Teacher Resource Sheets (TRS B1/1–B1/6). The students will then use this information to create their own story about Jesus, using their chosen method of presentation.

The model unit is based on *Allelu!* (words and music by Ray Repp; © K&R Music; included in Christian songbooks, such as *All Together Everybody* 227).

The unit can be adapted to any Christian song which tells of the birth, life, death and resurrection of Jesus, eg *Lord of the Dance* (*All Together Now* 27) *God in Human Shoes* (*All Together OK* 338) *Nice One, Jesus* or *Holy Gospel* (*Gospelling to the Beat Book* 2).

INTRODUCTION

1. SONGS WHICH TELL A STORY

Students bring to school or talk about their favourite songs. Discuss what they like about the song, eg lively music, interesting words. Ask students if they can tell the message of their favourite song.

As a class, discuss and list songs which may have been sung or used at school which tell a story or tell about a person and their life (not necessarily songs used in worship). Listen to a song(s) which tells a story, eg *The Drover's Dream*. Ask students to retell the message of the song, orally, pictorially or in written form.

DEVELOPMENT

2. A SONG ABOUT JESUS' LIFE

Provide students with the words of the song about Jesus you have chosen. Consider either singing the song or playing a tape of it to the class.

Tell students that they will be looking at the story of Jesus through the words of the song and other resources.

Each session the teacher provides students with extra information about the life of Jesus, choosing **one** of the following ways:

- Provide students with a range of resources each session, eg Bible story books, tracts, in which they can find their own information.

- Read an appropriate Bible story which corresponds to the verse of the song each session.
- Use a different resource or approach each session, eg session 1: Bible story book; session 2: other songs; session 3: video.

The students will record information about Jesus on concept maps (see TRS B1/1 – B1/6). They record the relevant information as single words, phrases, sentences or drawings.

A. GOD PROMISES TO SEND JESUS

Examine verse one of *Allelu!*

God said he would send his Son . . .

Students record the main idea from the verse of the song on TRS B1/1. Students research further information about God's promise to send Jesus, using resources, such as:

- Bible story: The birth of Jesus is foretold
Luke 1:26–35
- Bible story books which tell about the angel Gabriel visiting Mary
- Songs which describe God's people waiting for the promised Messiah, eg *They were waiting* (*All Together Everybody* 221), *Come, Lord Jesus, Come* (*All Together Now* 20)

B. JESUS IS BORN

Examine verse two of *Allelu!*

Christ was born in Bethlehem . . .

Students record the main idea from the verse of the song onto TRS B1/2. Students research further information about the birth of Jesus, using resources such as:

- Bible stories
The birth of Jesus Luke 2:1–7
The shepherds and the angels Luke 2:8–20
Visitors from the East Matthew 2:1–12
Jesus is presented in the temple Luke 2:22–38
- Bible story books about Jesus' birth
- Christian songs which describe the birth of Jesus
- a tract, such as *The birth of Jesus*
- a video of Jesus (show the birth of Jesus)
- CD-ROM or computer programs.

C. JESUS' MINISTRY

Examine verse three of *Allelu!*

Thirty years he walked the land . . .

Students record the main idea from the verse of the song onto TRS B1/3. Students research

further information about what Jesus did for people, using resources, such as:

- Bible story books which tell about Jesus' miracles and Jesus' teachings
- for Bible stories about Jesus' ministry (see Bible References Menu)
- Christian songs which tell about what Jesus did and what he taught
- a video about Jesus (show the section which describes the work of Jesus)
- tracts, such as *Jesus heals an official's son, Is it a ghost?, Jesus feeds a big crowd, The good Samaritan.*

D. JESUS DIES

Examine verse four of *Allelu!*
On the hard wood of the cross . . .

Students record the main idea from the verse of the song onto TRS B1/4. Students research further information about the death of Jesus, using resources, such as:

- Bible stories:
Jesus brought before Pilate Luke 23:1–5
Jesus sentenced to death Luke 23:13–25
Jesus is crucified Luke 23:26–43
The death of Jesus Luke 23:44–49
The burial of Jesus Luke 23:50–56
- Bible story books about Jesus' death
- songs which tell about the death of Jesus
- a video about Jesus (show the death of Jesus).

E. JESUS RISES

Examine verse five of *Allelu!*
On the third day he did rise . . .

Students record the main idea from the verse of the song onto TRS B1/5. Students research further information about the resurrection of Jesus, using resources, such as:

- Bible stories
The resurrection Matthew 28:1–10
A walk to Emmaus Luke 24:13–35
Jesus appears to his disciples Luke 24:36–46
- Bible story books about the resurrection of Jesus
- a video about Jesus (show the resurrection of Jesus)
- songs which tell about the resurrection of Jesus
- tracts, such as *Easter, The road to Emmaus.*

F. JESUS BRINGS LIFE

Examine verse six of *Allelu!*
Now we too can live anew . . .

Students record the main idea from the verse on the song onto TRS B1/6. Students research further information about what Jesus' death and resurrection means for Christians, using resources such as

- Bible verses:
John 3:16 John 11:25,26
1 Corinthians 15:20 1 Peter 1:3–5
- the second paragraph of Luther's explanation of the Second Part of the Apostles' Creed.

RESPONSE

3. TELLING THE STORY OF JESUS

Students use the information from their concept maps to retell the story of Jesus. They can work on their own, with a partner or in groups.

Students choose from the following to retell the story of Jesus:

- write a song
- create a visual display
- create a computer multimedia presentation
- write a poem or rap
- produce a picture book
- collate the concept map pages to make a book
- student's own creative method of presentation.

Consider showing students an example of a picture book and song which tell the story of Jesus' life, such as *Lord of the Dance* by S Carter, 1998 Lion.

Students discuss and choose the audience for their presentations, eg whole-school worship, assembly, parents, students from other classes.

Conclude the unit by looking at the entire song about Jesus which the class has researched. Discuss or experiment with ways each verse can be performed to express the meaning of the words.

Sing or listen to the song.

YOU WILL NEED

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| <ul style="list-style-type: none"> <input type="checkbox"/> songs appropriate to students of this age which tell a story about an event or about a person <input type="checkbox"/> words and music of a song which tells the story of Jesus, such as <i>Allelu! (All Together Everybody 227)</i>. <input type="checkbox"/> Photocopy TRS B1/1 – B1/6 for students <input type="checkbox"/> Bibles, Bible story books about the life of Jesus <input type="checkbox"/> video about the life of Jesus | <ul style="list-style-type: none"> <input type="checkbox"/> tracts about the life and work of Jesus (Lutheran Tract Mission) <input type="checkbox"/> CD-ROM or computer program about the life of Jesus <input type="checkbox"/> Luther's <i>Small Catechism</i> <input type="checkbox"/> Christian songs about the life of Jesus |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Using books and videos, introduce plot, setting and characters. Distinguish between different text types. Extend vocabulary through language use: webs, charts, innovating with text. Choose own reading material from limited range of books. Retell, discuss with teacher, peers. Summarise key ideas and events. *Everyday Texts:* Begin to select texts, gather information from a range of sources. Plan written and spoken texts to achieve their purpose.

THE ARTS: *Music:* Listen to, perform and identify the characteristics of works composed for specific purposes. Link music with other arts and curriculum areas. Perform a wide range of age-relevant songs.

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 range of students' knowledge about the life of Jesus?

How did I respond to the range of students' attitudes towards what Christians believe are the implications of Jesus' death and resurrection 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?

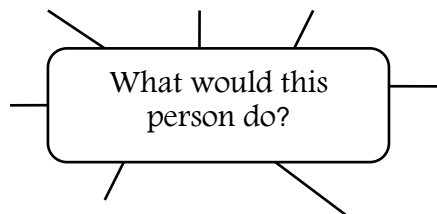
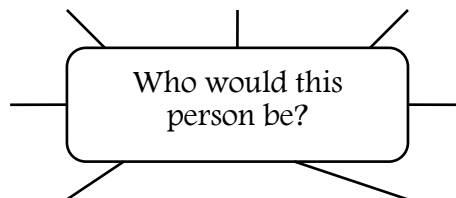
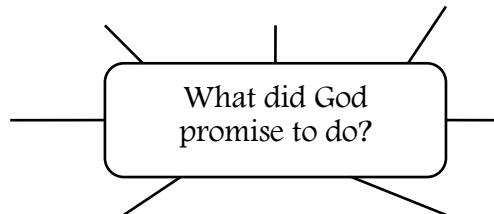


THE STORY OF JESUS

verse 1

The main idea in this verse is:

Record on the concept map information about God's promise to send Jesus which you find in the song, Bible stories and other resources.





THE STORY OF JESUS

verse 2

The main idea in this verse is:

Record on the concept map information about Jesus' birth which you find in the song, Bible stories and other resources

The birth place
of Jesus

People who
visited Jesus

Things that were said
about Jesus

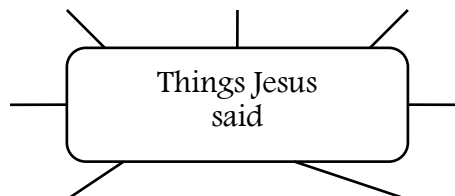
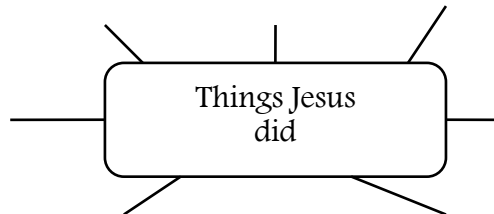


THE STORY OF JESUS

verse 3

The main idea in this verse is:

Record on the concept map information about Jesus' work which you find in the song, Bible stories and other resources.



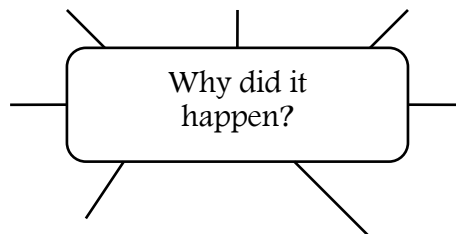
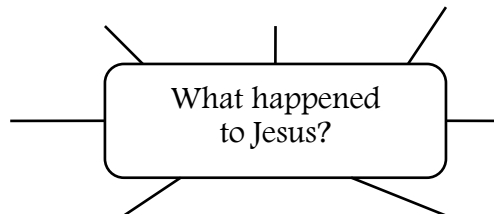


THE STORY OF JESUS

verse 4

The main idea in this verse is:

Record on the concept map information about the death of Jesus which you find in the song, Bible stories and other resource.



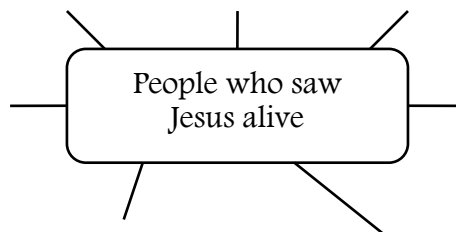
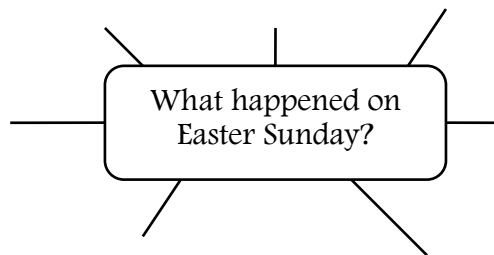


THE STORY OF JESUS

verse 5

The main idea in this verse is:

Record on the concept map information about Jesus' resurrection which you find in the song, Bible stories and other resources.





THE STORY OF JESUS

verse 6

The main idea in this verse is:

Record on the concept map information about what Christians believe is the importance of Jesus' death and resurrection for all people.

Find this information in the song, the Bible, the Apostles' Creed and other resources.

What does Jesus' death and resurrection mean for all people?