

**MODEL UNIT
BAND B
LEVEL 2**

JESUS THE TEACHER

LIFE CONCEPT: GOD SAVED PEOPLE THROUGH JESUS

YEAR: SUGGESTED DURATION: 5 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

Use the Bible to identify and record people whom Jesus taught and settings where he taught. (2a)

Summarise Jesus’ teachings about God, about how to love people, and about himself. (1a,2a)

Summarise the way Jesus lived out his teachings. (2b)

Describe the response of a person(or group) to Jesus’ death and resurrection. (3a)

Write a personal response to Jesus, his teachings and his actions. (3a,1a,2a,2b)

ASSESSMENT STRATEGIES

⇒ Work sample
TRS B2/3

⇒ work sample

⇒ work sample

⇒ work sample

⇒ TRS B2/4

UNIT SUMMARY

Students explore and summarise Jesus’ teachings about God, about how to love people and about himself. They examine ways Jesus lived out his teachings. The students identify the response of people to Jesus’ death and resurrection. They prepare a personal response to Jesus, his teachings and actions.

UNIT NOTES

As students will be spending considerable time in this unit exploring Bible stories and Bible passages, it may be helpful at the beginning of the unit to identify and model Bible research skills, eg how to find a Bible passage. Make available a variety of Bible story books and illustrated Bibles for students who may need support in understanding particular stories or Bible passages.

INTRODUCTION

1. A GOOD TEACHER

To assist the students to investigate the kind of teacher Jesus is, give them Teacher Resource Sheet (TRS) B2/1 with descriptions of three different types of teachers. Students read the descriptions carefully and illustrate what they imagine this teacher would look like or act like. Students also comment on how they would feel if they had a teacher like each of these. They give reasons for their feelings.

After the students have completed the TRS they could share their drawings and comments in a small group or with a partner. The teacher explains that Teacher A and B don't actually exist (hopefully) but that the characteristics of Teacher C describe an actual teacher. They will be discovering more about this teacher.

DEVELOPMENT

2. JESUS THE TEACHER

Tell students that the characteristics of Teacher C describe Jesus as a teacher. Jesus was called 'rabbi', which is the Hebrew word for teacher. A rabbi was someone who interpreted the Old Testament law and applied it to everyday life.

Make a class chart: *Jesus the teacher*. Throughout the unit, add information the students identify about Jesus and his teachings to the chart. The class can also consider recording places where Jesus taught, using either a class map of Palestine or TRS B2/2.

WHERE DID JESUS TEACH AND WHOM DID JESUS TEACH?

Students work with a partner and choose **one** of the following Bible passages which show **places** where Jesus taught and **people** Jesus taught. Students prepare an illustration of the people and location described in the Bible passage they have chosen. Combine the illustrations into a display, chart, large map or mural.

Jewish men and women who came to synagogues in Galilee Luke 4:14,15

People/fishermen by the shore of Lake Galilee Luke 5:1–3

Pharisees, in grain field Luke 6:1–5

Pharisee and a sinful woman, in the house of a Pharisee Luke 7:36–50, 14:1

A large crowd of people from towns and villages Luke 8:1–8

Crowds of people from the village of Bethsaida Luke 9:10,11

Tax collectors, sinners, teachers of the law Luke 15:1,2

People, the chief priests, teachers of the law and elders in the temple court Luke 20:1,2

People from Syria, Galilee, the Decapolis, Jerusalem, Judea and the region across the Jordan in synagogues Matthew 4:23–25

Disciples on a mountainside Matthew 5:1,2

Samaritans from Sychar in Samaria—enemy territory John 4:3–5,40,41

As a class, students discuss what they notice about the places where Jesus taught and the kinds of people he taught. Include a summary on the class chart. Students consider why Jesus wanted to teach such a diverse audience and in such a large array of places. Students record responses on TRS B2/3.

3. WHAT DID JESUS TEACH?

Tell students that Jesus taught many important things about God, about how to love people and about himself.

A. JESUS TAUGHT ABOUT GOD

Christians believe that Jesus came to earth to show people what God is like. Jesus helped people to know God by sometimes telling stories, sometimes just explaining, and always demonstrating by the way he lived.

The following Bible passages identify important things Jesus teaches about God. Students read these passages on their own or with a partner and record what Jesus is teaching about God.

Collate the information on the class chart, eg God is like a loving father, God is forgiving, God wants all people to be with him, God cares about people, God loves people so much that he sent his Son to save them.

The forgiving father Luke 15:11–32

The king's banquet Luke 14:15–24

The kind shepherd Luke 15:3–7

God loved the world John 3:16,17

Students could

- make a class picture book which describes what Jesus taught about God, eg *Jesus said that God is like a king who prepares a huge party for all people*; or
- make an audio-tape which could be used in the library or in a junior primary class of *Stories which tell about God*.

B. JESUS TAUGHT ABOUT LOVE

Students investigate the following Bible passages to discover what Jesus says about the ways people should treat each other, eg show love and service to all people, even your enemies.

Forgive	Matthew 18:21,22
The good Samaritan	Luke 10:25–37
Humility and hospitality	Luke 14:7–14
Love for enemies	Luke 6:27–36

Collate the information on the class chart. Students discuss their responses to these stories, eg If Jesus told these stories to the class what would you say to Jesus or what questions would you ask him about what he said?

JESUS DEMONSTRATES LOVE

Students choose a Bible story which gives an example of Jesus showing love:

Jesus' miracles, eg

He heals many people	Luke 4:38–41
He raises a widow's son	Luke 7:11–16
He heals a man with demons	Luke 8:26–39
He feeds 5000 men	Luke 9:10–17
He heals ten men	Luke 17:11–19
He heals a blind beggar	Luke 18:35–43

Jesus washes his disciples' feet

John 13:1–17

Jesus blesses the children

Luke 18:15–17

Jesus asks God to forgive the people who crucified him

Luke 23:33,34.

Students could make one of these:

- a class audio-tape or big book of these stories, eg *Jesus teaches by his actions*
- an oral or visual presentation of the stories
- a summary of the events told from the perspective of one of Jesus' disciples or someone who witnessed Jesus' actions.

C. JESUS TAUGHT ABOUT HIMSELF

Allocate the following Bible passages to pairs of students. The students identify what Jesus taught about himself.

The Messiah

John 4:25,26

God's Son	John 5:17,18
One with the Father	John 10:30
The Messiah, Son of God	Mark 14:61,62
Preparing a place in heaven for people	John 14:1–4
Jesus is the way	John 14:6
Resurrection and the life	John 11:25–27
Seeking and saving the lost	Luke 19:10
His death and resurrection	Luke 18:31–33

Record students' findings on the class chart.

Ask students to imagine they heard Jesus teach these things about himself. As a class discuss what questions they would have about Jesus' words.

JESUS LIVED OUT HIS TEACHING

Students read the story of Jesus' death and resurrection from the Bible (Matthew 27:11 – 28:10) or from a Bible story book or view a video of the events. As a class, discuss and summarise how Jesus' actions described in the Bible story support what Jesus taught about himself. Record responses on the class chart.

Choose from the following activities to explore the reaction of people to Jesus' death and resurrection:

- Retell the Bible story of Jesus' death and resurrection from the perspective of the women, the disciples, onlookers, or the centurion. Students could present this information as an oral or written narrative, as a cartoon or storyboard format, or as a collage which depicts the people and their reactions.
- Choose a Christian song or hymn about Jesus which includes some of the things Jesus taught about himself and describes how he lived out his teaching, eg *Jesus set us free* (All Together Again 133). Students share their chosen song with the class, identifying the way the songwriter describes the teachings of Jesus and the way Jesus lived out his teachings.

RESPONSE

4. MY REACTION TO JESUS

Students use TRS B2/4 to record their personal reactions to Jesus, his teachings and his actions. Allow students access to work samples and other resources such as the Bible when they are working on TRS B2/4.

YOU WILL NEED

- | | |
|--------------------------------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> photocopies of TRS B2/1, B2/3, B2/4 for students | <input type="checkbox"/> materials for charts, murals |
| <input type="checkbox"/> photocopy of TRS B2/2 or a class map of Palestine | <input type="checkbox"/> audio-tape and cassette player |
| <input type="checkbox"/> Bibles, Bible story books, video of the life of Jesus | <input type="checkbox"/> Christian song- or hymnbooks |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. *Everyday Texts:* Consider the needs of an audience when speaking or writing. Develop discussion and problem-solving skills. Plan, prepare and present short talks. Develop strategies for gathering, recording and reporting data. Report findings, present a written or spoken report.

SOCIETY AND THE ENVIRONMENT: *Investigate:* Gather, organise and interpret information, draw conclusions. Identify, analyse and clarify values. *Communicate:* Consider appropriate ways of presentation. Use a variety of formats: charts, models, maps, reports. *Participate:* Negotiate and agree on roles, contribute to decision-making, cooperation skills.

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?

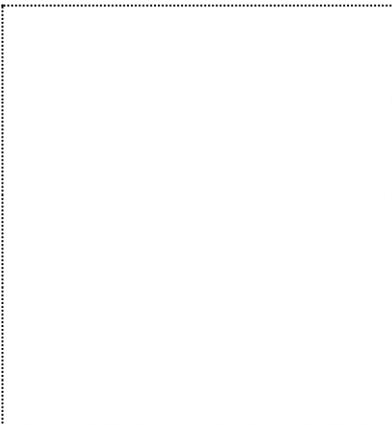
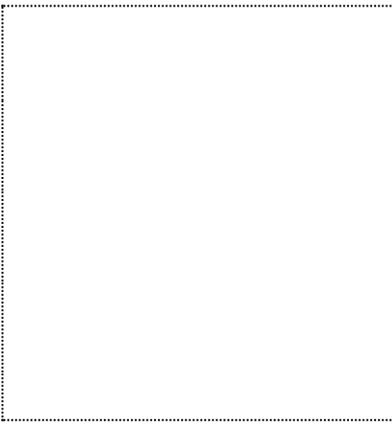
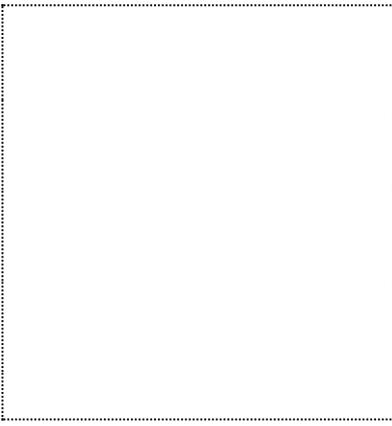
How did I respond to the range of students' knowledge about the teachings of Jesus?

How did I respond to the range of students' attitudes to Jesus and his teachings?

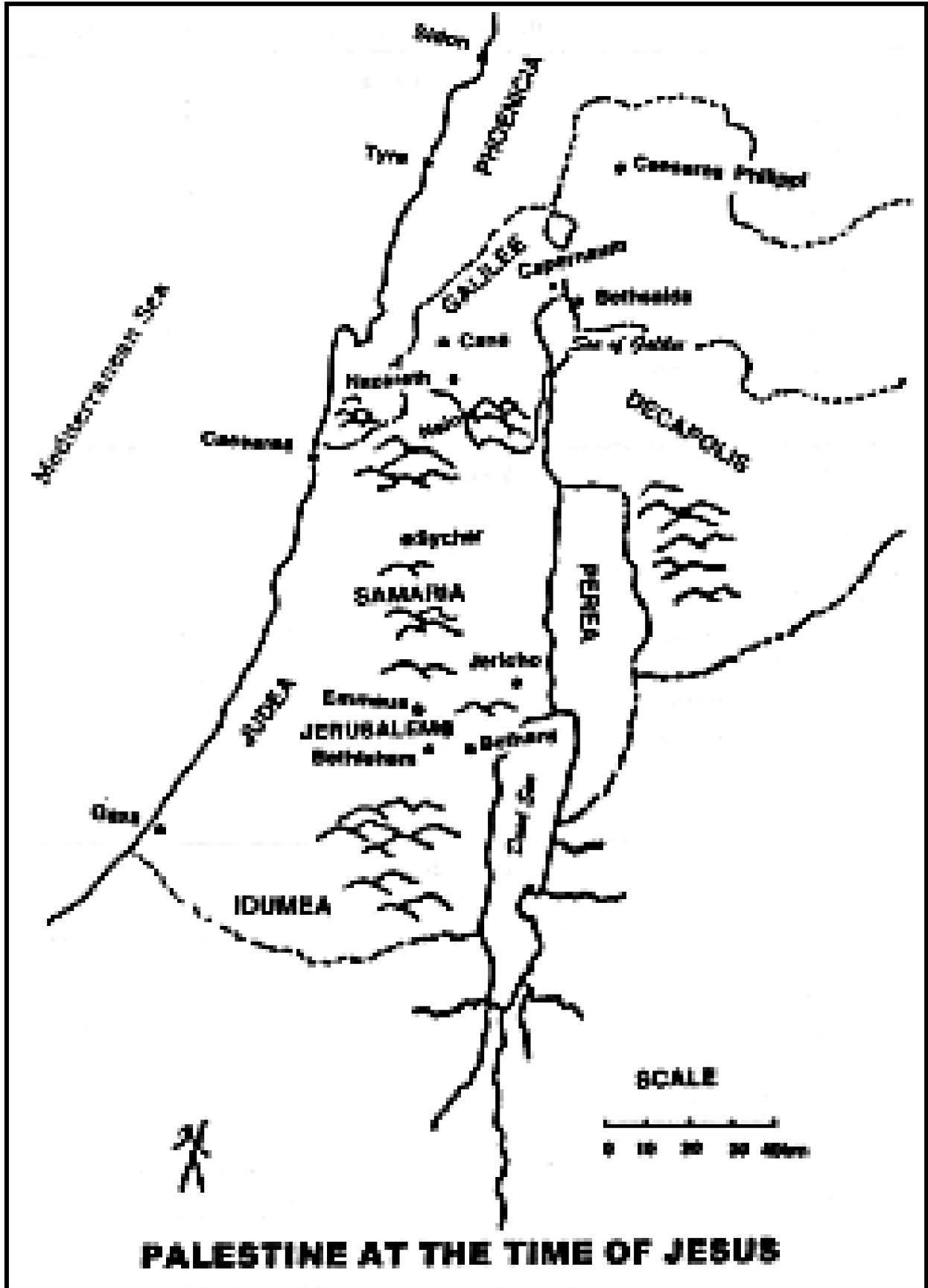
What would I do differently if I was teaching this unit again?

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

WHAT MAKES A GOOD TEACHER?

Description	Draw what you imagine this teacher is like	Write comments about this teacher
<ul style="list-style-type: none">• gets very angry• talks all the time• makes a big deal about the mistakes you make• tells students to respect each other but doesn't show respect to students• uses words which are hard to understand• gives you too much work	<p style="text-align: center;">Teacher A</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• doesn't explain things very well• is boring• doesn't appear to care about the students• doesn't care about the way students treat each other• doesn't keep promises• isn't sure about what should be taught	<p style="text-align: center;">Teacher B</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• is very concerned about the students• is loving and kind• teaches about and shows respect for all• tells great stories• teaches about interesting and important things• is very knowledgeable• shows you how to do difficult things• makes you feel important	<p style="text-align: center;">Teacher C</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

WHERE JESUS LIVED AND TAUGHT



**THE WORLD'S
GREATEST TEACHER?**

WHERE JESUS TAUGHT

1. List some places where Jesus taught.

2. Why do you think Jesus chose so many different places to teach, rather than teaching only at the temple or synagogue? _____

WHO JESUS TAUGHT

3. List some people Jesus taught. _____

4. Why do you think Jesus wanted to teach so many different kinds of people?

IMAGINE THIS

Imagine Jesus was born in this country and was teaching today. Draw a picture of Jesus teaching. Show the people he would be teaching and a place where he would be teaching. Write a brief summary which describes the reasons why Jesus might teach these people in this place.



**THE WORLD'S
GREATEST TEACHER?**

MY REACTION TO JESUS AND HIS TEACHING

1. What do you think are the important things Jesus taught

. . . about **GOD**? _____

. . . about **PEOPLE**? _____

. . . about **HIMSELF**? _____

2. What do you think is **the most** important thing Jesus taught? Explain your answer. _____

3. What sort of teacher do you think Jesus is? Give reasons. _____

4. Write your own thoughts about Jesus. (Is he just a teacher or is he more than that?) _____

5. Write any comments about what you enjoyed in this unit about Jesus, any difficulties you had, any questions you have or areas of Jesus' life and teachings you would like to investigate further. _____
