

MODEL UNIT
BAND B
LEVEL 3

WHO IS JESUS?

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

- Research, present and evaluate an aspect of the life of Jesus. (1a,1b,2a,2b,3b)
- Find and record evidence of what Jesus' life reveals about him. (1a,1b,2a,2b,3b)
- Research and record people's beliefs about Jesus. (1a,1b,3a)
- Present a personal response which summarises the student's beliefs about Jesus. (1a,1b,2a,2b,3a,3b)

ASSESSMENT STRATEGIES

- ⇒ work sample
TRS B3/1 from peers
- ⇒ TRS B3/2
- ⇒ work sample/mural
- ⇒ TRS B3/3
work sample

UNIT SUMMARY

Students work in groups to research an aspect of the life of Jesus. They present and evaluate the research and identify what the research reveals about Jesus. The students identify people's reactions to and beliefs about Jesus and prepare a personal response which describes what they believe about Jesus.

UNIT NOTES

Part two of this unit will require students to undertake research in small groups. It would be valuable to establish research strategies and skills with your class prior to or as a part of this unit. A suggested routine for each of the research sessions is provided.

A possible routine for research sessions

1. **Whole class sharing time** (about ten minutes) which may focus on
 - students sharing their work, including interesting findings or questions they may have about the life of Jesus;
 - discussing common problems the students may be having and identifying possible solutions;
 - the resources used by the students;
 - techniques students are using to investigate and present their work.

During these sharing times the teacher may wish to look at a different aspect of Jesus' life each session. Don't attempt to get every group to share each session. Keep the sessions brief and focused.

2. **Research** (about thirty minutes)

The teacher's role is to support the students in their investigations, to help them to access appropriate resources, to observe and record the development of their skills and attitudes, and to discuss with them their responses to what they are discovering about Jesus.

3. **Journal writing** (about five minutes of writing).

Students keep a log or journal in which they can record

- new information they are discovering about Jesus
- how their research is progressing
- things they are having difficulties with
- things they are enjoying
- any questions they have.

The teacher may need to model the journal writing for the students during the first few sessions. These journals can assist teachers to be aware of how each student is progressing and of concerns they may have. Use journal writing when you feel it is necessary, eg after each session, at the end of the week.

INTRODUCTION

1. WHO IS JESUS?

Help students to reflect on what they know about Jesus by

- listening to a song about Jesus
- looking at a variety of images or paintings of Jesus.

Students spend five minutes individually writing their responses to 'Who is Jesus?' 'What do I know about Jesus?' and 'What would I like to find out about Jesus?' Students discuss responses with a partner.

Use this information from the students to discover:

- what the students know about Jesus
- what the students need to know about Jesus (see unit goals)
- what the students want to know about Jesus.

Inform students that the Bible is the most reliable and important source of information about Jesus. Students brainstorm other places where they could access information about Jesus eg, illustrated Bible story books, videos about the life of Jesus, songs about Jesus, Internet, parents, library books, CD-ROM, pastor, the catechism.

Ask students to bring any resources or information they can find which will help them with their research about the life of Jesus. The teacher and teacher-librarian provide appropriate resources for the students.

DEVELOPMENT

2. RESEARCH THE LIFE OF JESUS

Begin the session by allowing students to browse through the resource materials the teacher, the teacher-librarian and the students have gathered.

List aspects of Jesus' life which the students can choose to research. The list will reflect responses and needs of the students (see Activity 1). Topics could include:

- Jesus' birth and family
- information and maps about where Jesus lived and worked
- Jewish customs which Jesus would have participated in
- Jesus' friends
- stories Jesus told
- people Jesus helped

- Pharisees and teachers of the law and their relationship with Jesus
- miracles Jesus performed
- Jesus' death and resurrection.

Discuss and list ways this information could be presented, eg a biography, a series of interviews, a class book written from various personal perspectives, a cartoon, a video, a series of dramas. As a class, select one kind of presentation, or each group may present their information in their own way.

Students work in groups and make notes using the available resources. Each group researches one of the topics. Ensure that a range of topics are researched by students.

3. THE LIFE OF JESUS

When research and recording are complete, the students organise their presentations.

Small groups share their information with one another. Students could view, read, or listen to and evaluate three or four presentations of the life of Jesus each session. This will depend on the method of presentation of each of the sections.

The students will be required to

- evaluate each of the presentations about the life of Jesus (see Teacher Resource Sheet [TRS] B3/1);
- examine what each presentation of Jesus' life reveals about Jesus (see TRS B3/2).

Students could complete TRS B3/2 on their own, in groups, or as a class with the assistance of the teacher.

4. RESPONSES TO JESUS

Having researched the life of Jesus, the students will be challenged to answer for themselves the question: *Who is Jesus?*

First, they examine different views about Jesus from the Bible and the catechism. Then they present their own view.

Students read what is said about Jesus in the following Bible passages and resources:

- the angel Gabriel (Luke 1:31–33)
- God, the Father (Mark 1:11)
- John the Baptist (John 1:29)
- Peter (Matthew 16:16)
- the disciples (Matthew 8:27)
- the Pharisees (John 10:33)
- the people of Nazareth (Matthew 13:53–57)
- the Roman officer (Matthew 27:54)
- the Christian church in the second part of the Apostles' Creed
- Martin Luther in the explanation of the second part of the Apostles' Creed.

Students work with a partner and choose **one** of these statements about Jesus. The pair illustrates the person(s) they have chosen and include speech bubbles or captions which express the person's answer to the question *Who is Jesus?* These can be combined into a mural entitled *Who is Jesus?*

RESPONSE

5. MY RESPONSE TO THE QUESTION 'WHO IS JESUS?'

Ask students to consider the question *Who do you say that Jesus is?* Students consider who he is, his relationship with God, what he did for people, what he taught, his death and resurrection, the purpose of his death and resurrection. Record some of these thoughts on TRS B3/3.

Students can present their responses which summarise what they believe about Jesus in a variety of ways, including a personal journal entry (for teacher's eyes only), a 'creed' statement, song, prayer, poem, painting, collage, symbol or logo, stained-glass window or a letter to a friend, teacher or family member.

YOU WILL NEED

- | | |
|--|---|
| <input type="checkbox"/> TRS B3/1, B3/2, B3/3 | <input type="checkbox"/> materials for mural |
| <input type="checkbox"/> resources for research, eg Bible story books, Bibles, Bible encyclopedia and handbooks, computer CD-ROM programs, tracts, videos of the life of Jesus, the Internet | <input type="checkbox"/> materials needed for students' chosen concluding response activity |

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 ENVIRONMENT: *Investigate:* Identify information sources. Gather, organise and interpret information, draw conclusions. Identify, analyse and clarify values. *Communicate:* Choose appropriate ways of presentation. Use a variety of formats. *Participate:* Negotiate and agree on roles, contribute to decision-making, cooperation skills. *Culture:* Investigate the language, music, art and religious environmental influences.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

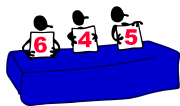
Which resources were useful in the implementation of this unit?

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

How did I respond to the range of students' beliefs 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?



EVALUATION OF PRESENTATIONS

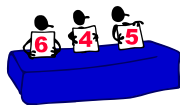


1. Title of presentation _____
2. Name/s of presenter/s _____

3. Comment on the information presented, eg Was it interesting? easily understood?

4. Comment on the way the information was presented, eg What did you enjoy? Give reasons.

5. What advice would you give the writers/presenters about this presentation?



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my
summary
of

THE LIFE OF JESUS

Examine each presentation about Jesus
and record any information about the following:

| | |
|--------------------------------|----------------------------------|
| JESUS IS GOD'S SON | JESUS LIVED A HUMAN LIFE |
| JESUS HELPS PEOPLE TO KNOW GOD | THE PURPOSE OF GOD SENDING JESUS |

JESUS ✠ JESUS ✠ JESUS ✠ JESUS ✠ JESUS

Use your responses to these questions to assist you with your presentation of what you believe about Jesus.

WHAT DO I BELIEVE

... about **JESUS'** relationship with *God*?

... **JESUS** did for people?

. . . **JESUS** taught people?

... about why **JESUS** died?

... about **JESUS'** resurrection? What do I think it achieved?

Who do I think **JESUS** is?
