

**MODEL UNIT**  
**BAND B**  
**LEVEL 1**

# JESUS AND MY FEARS

**LIFE CONCEPT: GOD SAVES PEOPLE FROM SIN AND EVIL**

YEAR: ..... SUGGESTED DURATION: 4 weeks (approximately 135 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① ② ③

## UNIT-SPECIFIC GOALS (highlighted)

### 1 SIN AND EVIL RUIN GOD'S CREATION

- 1a explore how sin entered God's creation
- 1b investigate ways sin breaks relationships
- 1c explore evidence and effects of sin and evil in the world

### 2 GOD RESCUES PEOPLE FROM SIN AND ITS CONSEQUENCES

- 2a explore God's promises of rescue to his people
- 2b investigate how Jesus fulfilled God's promise to rescue people
- 2c explore the impact of God's saving action for all people

### 3 GOD OFFERS ETERNAL LIFE TO ALL PEOPLE

- 3a investigate biblical teachings about eternal life
- 3b explore Jesus' promise to be with people always
- 3c identify the benefits of trusting in Jesus

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

Illustrate the impact sin had on the world in the Genesis 3 story. (1a,1b,1c)

Summarise Bible stories which describe Jesus' actions to people who are afraid. (2b,2c,3b)

Record what Jesus did to take away the fear of death. (2b,3a)

Record information about heaven from a variety of sources. (3a,3b,3c)

### ASSESSMENT STRATEGIES

⇒ painting

⇒ TRS B1/2, work sample

⇒ TRS B1/3, work sample

⇒ work sample

## UNIT SUMMARY

Students identify their own fears and investigate what the Bible says about how sin brought fear into the world. Students explore stories of Jesus rescuing people from their fears, particularly the fear of death. Students investigate what the Bible says about eternal life.

## UNIT NOTES

This unit provides an opportunity for teachers to use their storytelling skills to set the scene of stories and to highlight the fears of the people and their reactions to Jesus. Emphasise Jesus' love and concern for people and the people's reactions of relief and wonder as a result of Jesus' actions.

## INTRODUCTION

### 1. BEING AFRAID

Begin by reading a scary poem or story to the students. Students record in the first column of Teachers Resource Sheet (TRS) B1/1 (*Jesus and my fears*) a list of things which they are afraid of. Keep this list, as it will be needed at the end of the unit.

Students discuss with a partner, or with the whole group, times when they have felt afraid. Encourage them to think of times when fear had nothing to do with spooky things, eg fear of a parent's or grandparent's illness, fear of not knowing what to do, fear of getting into trouble. They may add these to their list of fears.

Students identify some physical signs of fear, eg sweaty palms, heart racing, churning stomach, quick breaths. Make a list of these.

Students paint a picture of a time when they felt afraid. Carefully consider colours and techniques. Students add captions which tell about the incident.

### 2. AFRAID IN THE GARDEN

Set the scene by explaining that fear was not always a part of the world. Once the world was perfect. Adam and Eve walked with God in the garden and nothing made them afraid.

Tell the story of Genesis 3:1–8 in your own words, or have the students read it in their Bibles. Students underline the word 'afraid' or 'frightened' in their Bibles. Talk about the event which caused the people to be afraid and resulted in fear being a part of all people's lives. When the people disobeyed God, sin came into the world. Fear is one of the results of sin.

Continue the story (Genesis 3:8–24). Discuss other results of sin, eg arguing, broken relationships. Many of these results cause people to be afraid.

Students paint a picture which illustrates what people's lives and their relationships were like before and after the first sin. Students use colour and technique to contrast the different situations.

## DEVELOPMENT

Students investigate Bible stories which tell about Jesus helping people who felt afraid.

After each story the students complete a section of TRS B1/2 (*Jesus takes away fear*) and choose **one** of these **follow-up activities**:

- Role-play the story.
- Illustrate or make a diorama of the story.
- Make a shadow-puppet play of the story.
- Use information recorded on TRS B1/2 as a framework to create a narrative writing, comic strip or interview, telling the story from the perspective of one of the characters.
- Write a personal journal response to the story and Jesus' actions.

### 3. JESUS TAKES AWAY FEAR

Make sure that students explore the following Bible stories in the context of Jesus coming into the world to rescue all people from sin and sin's consequences, including fear.

#### Disciples in a storm (Matthew 8:23–27)

Tell the students that one time Jesus was with his friends in a boat, and a very dangerous situation occurred. Jesus' friends were terrified.

Read or tell the story. Consider using sound effects or using pictures such as Rembrandt's painting of the story.

Students complete the appropriate section of TRS B1/2a and do a follow-up activity (see above).

### 4. JESUS TAKES AWAY THE FEAR OF DEATH

When dealing with the subject of death, be sensitive to the needs of students who have experienced loss through a death and may still be in the process of grieving.

Share with students a book which deals with death, eg Nystrom's *What Happens When We Die?* (Read only the first half of this book.)

Ask students to share questions they have about death, feelings they have about death, and experiences they have had with death, such as a pet dying.

Make a class list of fears people may have about death. Students record their own fears about death in the first column of TRS B1/3 (*Fears about death*).

Tell students that they will hear Bible stories about people who had fears associated with death and how Jesus took away those fears.

**Jairus and his daughter**

(Mark 5:21–24, 35–43).

The people in this story were afraid of losing someone they loved very much.

Tell or read the story. Students

- summarise the story on TRS B1/2a
- add information to TRS B1/3, column 2
- do a follow-up activity (see above).

**Lazarus, Mary and Martha** (John 11:1–43).

In this story one of Jesus' good friends dies.

Tell or read the story. Students

- summarise the story on TRS B1/2a
- add information to TRS B1/3, column 2
- do a follow-up activity (see above).

**Women at Jesus' tomb** (Matthew 28:1–10)

Students share what they know about the death of Jesus. Tell, read or show a video about Jesus' death and resurrection. Identify the people who were afraid (eg the disciples and Jesus' family) and reasons for their fear. Focus on the story of the empty tomb.

Students

- summarise the story on TRS B1/2b
- add information to TRS B1/3, column 2
- do a follow-up activity (see above).

**5. FEARS ABOUT LIFE AFTER DEATH**

Tell students that they have explored people's fears relating to death and now they will be looking at questions people may have about what happens after death. Ask students to

- share questions they have about what happens after death;
- share fears they may have about what happens after death;
- describe what they know about heaven. (Don't be concerned if they know very little.)

List students' responses and questions on a class *Life After Death* chart. Provide appropriate resources to help students find answers to their questions, eg the second part of the book *What Happens When We Die?* or the book *If I Should Die If I Should Live*. A pastor could also be a valuable resource. As students learn about heaven, they can attach their information to the *Life After Death* chart.

Students work with a partner or in groups to

- read these Bible verses  
Isaiah 65:17                      John 6:40  
John 10:10b                      John 11:25,26  
1 Corinthians 2:9,10      1 Corinthians 13:12  
1 Corinthians 15:35–43      1 Thessalonians 4:14  
Revelation 21:4                      John 3:16

- add information to the *Life After Death* chart
- complete the second column of TRS B1/3.

Assist students to see that the Bible pictures the joy of heaven as being beyond our wildest imagination. As in the garden before sin entered, so in heaven there will be nothing to be afraid of. Heaven is God's gift of love through Jesus. People need only believe in Jesus to receive it.

Students paint their impression of heaven. Students write a caption for the painting using information on the *Life After Death* chart.

**6. JESUS TAKES AWAY THE FEAR OF BEING ALONE**

**Disciples when Jesus left them** Acts 1:3–11; Luke 24:50–53; John 14:1–6; John 14:18; Matthew 28:20b

Students discuss times when they have felt lonely. Discuss how they would feel if a good friend left their school. Tell the students that one day Jesus told his disciples that he had to leave them. Discuss how the disciples would have felt about their best friend going away.

Tell or read the story of Jesus' ascension, including where he was going and his reassuring words to the disciples.

Tell students what Christians believe about Jesus' presence with them. The Bible says that wherever we are Jesus is with us and watching over us. Discuss the special ways Jesus is with people, eg speaking through the Bible, in holy communion, listening to prayers, through the words and actions of people who show Jesus' love.

Students

- summarise the story on TRS B1/2b
- add information to the second column of TRS B1/3
- do a follow-up activity (see above).

*Even If* by B Ayers is an excellent book about Jesus and fear to read and discuss.

**RESPONSE****5. JESUS AND MY FEARS**

Students refer to their original list of personal fears (TRS B1/1, *Jesus and my fears*).

Encourage students to read the comments they have written on TRS B1/2 and then to complete the second column of TRS B1/1 in the light of what they have learnt about Jesus' actions and words.

See TRS B1/4 for optional concluding activities.

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="radio"/> photocopies of TRS B1/1, B1/2a, B1/2b, B1/3, B1/4</li><li><input type="radio"/> books or poems which deal with fear, eg <i>Even If ...</i> (Ayres)</li><li><input type="radio"/> materials for painting</li></ul> | <ul style="list-style-type: none"><li><input type="radio"/> materials necessary for follow-up activity</li><li><input type="radio"/> resources about death and heaven, eg <i>What Happens When We Die?</i> (Nystrom)</li><li><input type="radio"/> Bibles</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 aspects of plot, atmosphere, suspense, setting and characters. Record and write opinions about what is read. Summarise for peers, key events and ideas.

**THE ARTS: *Drama*:** Explore situations through dramatic action and role-playing. Use known and given stories as the basis for their drama. Shape their drama with mime, movement or puppetry. Use other art forms in their drama.

***Visual Arts*:** Draw, paint, manipulate and construct to record observations, express feelings and thoughts. Invent structures, images or forms for a purpose.

**HEALTH AND PHYSICAL EDUCATION: *States of health*:** Things that make people feel scared, worried, sad, lonely. ***Challenge, risk and safety*:** Protective behaviours.

(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 respond to the range of students' attitudes about death and life after death?

How did I respond to the range of students' understandings about Jesus' ability to take away fears?

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?

# Jesus Jesus **Jesus** and my fears fears fears

MY FEARS	MY RESPONSE TO JESUS' WORDS AND ACTIONS

# Jesus Jesus **Jesus takes away** fear fear fear

	WHY WERE THE PEOPLE AFRAID?	WHAT DID JESUS DO TO TAKE AWAY THEIR FEAR?	HOW DO YOU THINK THE PEOPLE FELT AS A RESULT OF JESUS' ACTIONS?
Disciples in a storm			
Jairus and his daughter			
Lazarus, Mary and Martha			

	WHY WERE THE PEOPLE AFRAID?	WHAT DID JESUS DO TO TAKE AWAY THEIR FEAR?	HOW DO YOU THINK THE PEOPLE FELT AS A RESULT OF JESUS' ACTIONS?
Women at Jesus' tomb			
Disciples when Jesus left them			

fears fears   **fears about death**   death death

FEARS PEOPLE HAVE ABOUT DEATH AND LIFE AFTER DEATH	JESUS' WORDS AND ACTIONS RELATING TO DEATH AND LIFE AFTER DEATH	MY RESPONSE TO JESUS' WORDS AND ACTIONS ABOUT DEATH AND LIFE AFTER DEATH





# JESUS AND MY FEARS

Choose from one of the following activities:



Examine Christian songs which tell about Jesus taking away fear. Choose your favourite song and illustrate it or write your own song.



Make a picture book which illustrates the fears of the people in the Bible stories or other fears people have and how Jesus takes away all fears. Use picture books such as *Even If* as a model.



Write a prayer or letter to Jesus telling him about your fears and your response to the Bible stories investigated in the unit.



Write a devotion to present to a Junior Primary class which tells how Jesus takes away fear.



Make a tract or pamphlet which gives information about heaven. Include important Bible verses.



Make a card you could give to someone whose friend or relative has died.

GOD SAVES PEOPLE FROM SIN AND EVIL