

**MODEL UNIT
BAND C
LEVEL 3**

WHO IS THAT MAN?

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 the New Testament description of Jesus as God and human

1b explore the Christian belief that Jesus lived a perfect human life for people

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

2a examine Jesus' teaching about the kingdom of God

2b explore the words and actions of Jesus which Christians believe bring God's power and love into people's lives

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

3a explore the account of Jesus' death and resurrection as presented in the four Gospels

3b investigate why Jesus' death and resurrection are central to the Christian faith

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Retell a Bible story of Jesus' miracles from an eyewitness account. (1a,2b)

Record what Christians believe about Jesus as both God and human. (1a)

Select a parable and describe its meaning. (2a,2b)

List five key teachings of Jesus. (2b)

Record what Christians believe about Jesus' death and resurrection. (3b)

ASSESSMENT STRATEGIES

⇒ work sample

⇒ work sample

⇒ observation of oral report

⇒ work sample

⇒ work sample

UNIT SUMMARY

Students explore Jesus' identity, using a range of resources. They consider what eyewitnesses said and what Christians have said about Jesus. Students present what they have learnt in a collage entitled: Who is Jesus?

UNIT NOTES

Each student creates a collage of images that reflects their exploration of: Who is Jesus?

Students keep a journal and record their thoughts and comments as the unit progresses. Students make journal entries at the end of each section.

Encourage students to gather articles from magazines, newspapers, quotations and pictures for the collage as the unit progresses. This can be kept in a file together with their journal responses.

INTRODUCTION

1. WHO IS JESUS?

Students individually respond to the question: Who is the greatest person who has ever lived? Explain your selection.

Students share their responses in groups. As a class discuss the criteria students used for selecting their 'great person', eg changed the way people thought about an issue, something they achieved is celebrated around the world.

Use the discussion to introduce the question: Who is the greatest person for the Christian faith?

After establishing Jesus as the central and greatest person in the Christian faith, discuss:

- What do people know about Jesus?
- Who do people think Jesus is?

Students conduct a survey of parents, other students, or people in the local shopping centre to find out what people think about the question: Who is Jesus? See Teacher Resource Sheet [TRS] C3/1.

As a class discuss and make a list of responses to: What do we know about Jesus that we could investigate further? (eg he performed miracles, he was a great teacher)

Make another list: How can we find out who Jesus is? Resources include Bible, Internet, films, non-fiction texts, songs, people such as the pastor.

Tell the students that Christians believe that in the Bible God has revealed everything he wants us to know about him and his Son, Jesus. The Bible therefore will be the starting point for the investigation.

Tell students about the journal they are to keep and explain that they will present the information they gather about Jesus in a collage. Distribute files or plastic sleeves for students to store their work.

DEVELOPMENT

2. WHAT EYEWITNESSES SAID

To ensure that the students develop a meaningful interpretation of the stories, it is important to discuss or research life in Jesus' time, eg which people were outcasts and what it meant to be an outcast. Use Bible handbooks and encyclopedias to explore the stories.

Suggest that in determining a person's identity a vital investigative technique is to interview witnesses. Tell the students that they need to explore what eyewitnesses said about Jesus' identity. Use TRS C3/2 to guide the investigation. There are two sections to the investigation.

A. Witnesses who saw what Jesus did

In this section students act as reporters interviewing eyewitnesses at the scene of each story. Stories are listed on TRS C3/2.

Students write a report of their interview with the eye witness.

- What did the eyewitness see Jesus doing?
- What did the eyewitness say about Jesus' identity?

Students share their reports in groups and consider the evidence of the eyewitness accounts. They discuss:

- How reliable do you think the evidence is?
- On the basis of the evidence of the eyewitnesses, how do you answer the question: Who is Jesus?

B. Witnesses who heard what Jesus said

Students investigate what people heard Jesus saying or teaching.

Tell the students that Jesus spoke about God's kingdom a great deal. He told parables about God's kingdom to help people understand what God is like. Students investigate the parables listed on TRS C3/2.

Each student chooses the parable which best helps them understand what God and God's kingdom are like and explains why they have chosen it. Discuss as a class:

- What do the parables reveal about Jesus?
- Would you want to follow someone like him? Why or why not?

Tell the students that people also heard Jesus preach. Students work in groups to read Matthew 5:1 – 7:29. Students record five of Jesus' most interesting teachings.

YOU WILL NEED

- | | |
|--|---|
| <input type="checkbox"/> film about Jesus' life | <input type="checkbox"/> contemporary Christian magazines and music |
| <input type="checkbox"/> Bibles | <input type="checkbox"/> <i>Luther's Small Catechism</i> |
| <input type="checkbox"/> Bible encyclopedias and handbooks | <input type="checkbox"/> Christians from the local congregation who can share who they think Jesus is |
| <input type="checkbox"/> to organise the students to conduct a survey about who Jesus is | |

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. Write using aspects such as point of view, atmosphere, setting and characterisation. *Everyday Texts:* Consider the needs of the audience when speaking and listening. Develop discussion and problem-solving skills. Strategies for gathering, recording and reporting data.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Formulate questions. Identify information sources. Draw conclusions. Identify, analyse and clarify values.

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 Jesus' identity?

How did I respond to the range of students' attitudes towards 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?

Who is Jesus? Survey

Two of the major festivals in the calendar year celebrate the birth and death of a person who lived 2000 years ago. This person was Jesus.

Who do you think Jesus is?

- a great teacher
- a prophet of the time
- a nobody
- a madman
- the Son of God
- a superstar
- other (Please explain) _____

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Who is Jesus?

EYEWITNESSES CONSIDER JESUS' IDENTITY

A. WITNESSES WHO SAW WHAT JESUS DID

Choose two of the following Bible stories to read and study:

Your task is to imagine you are reporter who is interviewing eyewitnesses at the scene of the stories. You must find out what the eyewitnesses saw Jesus doing and what they said about Jesus' identity.

a paralysed man	Luke 5:17–26	a disciple in the storm	Luke 8:22–25
a man with an evil spirit	Luke 4:31–37	a person from Nain	Luke 7:11–17
Lazarus	John 11:1–44	a Roman officer	Luke 7:1–10
a man born blind	John 9:1–12	a witness of Jesus' crucifixion	Matthew 27:32–56
the Samaritan woman	John 4: 1–42	a witness of Jesus' resurrection	Matthew 28:1–10
Peter	Matthew 14:22–33		
a person in the crowd	Luke 9:10–17		

In your report include:

- What did the eyewitnesses see Jesus doing?
- What did the eyewitnesses say about Jesus' identity?

Share your account with a group.

B. WITNESSES WHO HEARD WHAT JESUS SAID

Investigate what people heard Jesus teaching.

The gospels have many accounts of Jesus teaching about God's kingdom. Jesus told parables about God's kingdom to help people understand what God is like.

Read these parables:

The forgiving father	Luke 15:11–32
The lost sheep	Luke 15:1–7
Two men in the temple	Luke 18:9–14

Choose one of the parables and record your responses to the following questions:

- How does Jesus describe God in this parable?
- What does Jesus' teach about God's kingdom?
- What do these parables reveal about Jesus?

Be prepared to share your response with a partner.

The Story of the Coalminer's Daughter

There once was a young and beautiful daughter of a coalminer, who lived in a small village that belonged to the kingdom of a great king. The king was out fishing one day when he happened to see the coalminer's daughter. She captured his heart immediately, and he fell madly in love with her.

The girl occupied the king's thoughts from that day on and his love for her was immense. The king desperately wanted her to love him and wondered how he could bring her to love him in the same way.

The king had a number of choices.

He could ride into town with all his royal attendants and visit her. But the king was sure the girl would be terrified upon even seeing him approach.

The king realised that even if he was able to talk to her she would surely tremble with fear. She was the daughter of a coalminer, and he was the wealthy and powerful king.

The king thought that if he were to tell her he loved her, it just would not make sense to her. It would be so intimidating. She might be dumbfounded and not even respond. The girl could also be so overwhelmed that upon hearing the king's declaration of love, she might agree to his wishes simply out of obedience, even though she had no love for him.

The king loved her passionately and did not want to seduce, intimidate or make her his slave. He simply wanted her to love him as he loved her.

The king pondered on what others might think: 'They will surely say I am mad for bothering with a poor coalminer's daughter. As king I could command her to love me and she would have to obey. She is a subject in my kingdom and she must obey my commands.'

However, the king was determined she would not love him out of fear or out of duty. He wanted a loving relationship with her.

The king now had only one alternative: he must go to the girl disguised as an ordinary person, dressed in old clothes and appearing like all other people. Then he could try to win her and hope that she would fall in love with him and be free to love him without conditions or obligation. Her love for him would not be because of his wealth or power or the fear of punishment for rejecting his love. She would love him for himself alone.

The king knew that this would mean taking risks with his love. The coalminer's daughter might react in a number of ways. She might grow to know the king and not like him. She might immediately reject him because she loved someone else.

However, the king was willing to risk his love. He knew that true love cannot be forced. The love that he wanted must risk rejection and disappointment and be freely given.

How does this story help us understand why God sent his Son to become a human being?

What choices did God have?

Why was it important that Jesus should become a human being?

What freedom does Jesus' coming as a human being give to people?

Who is Jesus?

Who is Jesus?

Aristides

(c.200AD)

As for Christians, they trace their origins to the Lord Jesus Christ. He is confessed to be the Son of the most high God, who came down from heaven by the Holy Spirit and was born of a virgin and took flesh, and in a daughter of man there lived the Son of God.

C J Cadoux

(Professor of history)

Jesus invented? The idea is quite fantastic, and has not been championed, so far as I know, by any competent historian.

Josephus

(Jewish historian 37–100 AD)

Now about this time lived Jesus, a wise man. For he was a doer of wonderful works, a teacher of men who receive the truth with pleasure; and he drew to him many of the Jews, and many of the Gentiles. And when Pilate, at the information of the leading men among us, had condemned him to the cross, those who had loved at first did not cease to do so. And the tribe of Christians so named from him are not extinct at this day.

Ernest Renan

(French writer, 1823–92):

Whatever may be the surprises of the future, there has not yet arisen, and will not again arise, one like unto Jesus of Nazareth.

Pears Cyclopaedia

97th edition:

Jesus Christ (c 4 BC – 30AD) founder of Christianity, the son of Mary whose husband was Joseph, was born in a critical period of Jewish history. His home was at Nazareth in Galilee, but virtually nothing is known about his early life. When he was about 30 he began the mission which he believed to have been entrusted to him. His teaching is summarised in the Sermon on the Mount, and its main theme is love, especially for the poor and downtrodden. He was later crucified. The main source of his life is the New Testament. The title 'Christ' comes from the Greek word *christos* = 'anointed', which is Messiah.

Napoleon Bonaparte

(French General 1769–1821)

I know men and I tell you that Jesus Christ is no mere man. Between him and every other person in the world there is no possible term of comparison. Alexander, Caesar, Charlemagne, and I have founded empires. But on what did we rest the creations of our genius? Upon force. Jesus Christ founded His empire upon love; and at this hour millions of men would die for him.

Cliff Richard

(Musician 1985)

There is only one person I would trust and that is Jesus Christ. He is the rock that doesn't roll.

C S Lewis

(English writer)

You can shut him up for a fool, you can spit at him as a demon, or you can fall at his feet and call him Lord and God. But let us not come with any patronising nonsense about his being just a great human teacher. He has not left that open to us. He did not intend to.