

MENU

BIBLE REFERENCES

1

God's Son became a human being to save the world

God's view of Jesus

Matthew 3:13–17 Matthew 17:1–9
 Luke 1:26–38 Luke 3:21,22

Old Testament prophecies about Jesus

Isaiah 7:14 Isaiah 9:6,7
 Isaiah 53 Micah 5:2

Statements Jesus made about his identity

Mark 14:61,62 John 6:35
 John 8:12 John 10:7–16
 John 10:30–33 John 11:25,26
 John 14:6 John 18:33–37

Jesus' mission

Mark 10:32–34,35 Luke 19:10
 John 10:10b Colossians 1:15–22
 1 Timothy 1:15

The life of Jesus

The entire text of the four gospels deals with the life of Jesus. At this level, Mark and Luke are recommended for comprehensive reading, eg these passages are 'must read' suggestions for the Level 1 Model Unit:

Mark 1:1–20 Mark 2:1–17
 Mark 3:1–6 Mark 4:1–41
 Mark 5:21–43 Mark 6:30–56
 Mark 7:31–37 Mark 8:22–38
 Mark 9:33–37 Mark 10:13–31
 Mark 11:1–11 Mark 12:28–34
 Mark 13:3–13 Mark 14:1,2,10–72
 Mark 15:1–47 Mark 16:1–20

Jesus as God

His birth: Matthew 1:18–23
 Luke 2:1–11 Luke 2:25–35
 His temptation: Matthew 4:1–11
 Luke 4:1–13
 His transfiguration Matthew 17:1–9
 His death Mark 15:37–39

2

Jesus brought God's loving rule into the world

Healing miracles

A paralysed man Luke 5:17–26
 Ten people with leprosy Luke 17:11–19
 (See also Leviticus 13:1–4; 45,46)
 A man with an evil spirit Luke 4:31–37
 Lazarus John 11:1–57
 A man born blind John 9:1–41
 The widow from Nain Luke 7:11–17
 A Roman officer's servant Luke 7:1–10

Other miracles

Jesus feeds 5000 Matthew 14:13–21;
 Luke 9:10–17
 Jesus walks on water Matthew 14:22–33
 Jesus calms a storm Matthew 8:23–27;
 Luke 8:22–25

Jesus' secrets of success

Sermon on the Mount Matthew 5:1 – 7:29
 Matthew 6:19–21 Matthew 16:24–26
 Matthew 20:20–28 John 13:1–17

Parables

The sower Matthew 13:3–9; Mark 4:3–9;
 Luke 8:5–8
 The forgiving father Luke 15:11–32
 The unforgiving debtor Matthew 18:23–35
 The good Samaritan Luke 10:25–37
 The lost coin Luke 15:8,9
 The lost sheep Luke 15:1–7
 The mustard seed Matthew 13:31,32;
 Mark 4:30–32; Luke 13:18,19
 A Pharisee and a tax collector Luke 18:9–14
 The rich man and Lazarus Luke 16:19–31
 The wedding banquet Matthew 22:1–14;
 Luke 14: 16–24
 Workers in the vineyard Matthew 20:1–16
 The tenants Matthew 21:33–41; Mark 12:1–9;
 Luke 20:9–16a
 The yeast Matthew 13:33; Luke 13:20,21
 The growing seed Mark 4:26–29

Jesus' associates

Disciples	Matthew 9:9–13; John 6:66–71
Children	Matthew 19:13–15
A Canaanite woman	Matthew 15:21–28
Zacchaeus	Luke 19:1–10
A Samaritan woman	John 4:3–42
A prostitute	Luke 7:36–50
Lazarus	John 11:1–57, 12:9–11
An accused woman	John 8:1–11

People's reaction to Jesus

The Pharisees	Matthew 22:15–22
The Sadducees	Matthew 22:23–33
Nicodemus	John 3:1–21
Simon the Pharisee	Luke 7:36–39
Pharisees	John 7:45–52

3

Jesus died and rose again to save all people from sin and death

Jesus' death

Matthew 27:15–56	Mark 15:1–41
Luke 23:1–49	John 18:28 – 19:37
Peter denies Jesus	Matthew 26:69–75

Jesus' resurrection

Matthew 28:1–15	Mark 16:1–20
Luke 24:1–49	John 20:1–29

Why Jesus died

Matthew 20:28	Luke 24:26,27
John 10:11,17,18	Romans 3:21–26
Romans 5:6–8	2 Corinthians 5:14,15
2 Corinthians 5:21	Hebrews 9:15
1 Peter 2:24	1 Peter 3:18
1 John 2:1,2	

Testimonies about Jesus

Peter	Matthew 16:13–16; Acts 2:32–36; Acts 4:8–12
John	John 1:1,14; 1 John 2:2; 5:20
Thomas	John 20:28
Paul	Acts 9:20–22; Romans 3:21–24; Romans 10:9,13; Philippians 2:6–11; 1 Timothy 1:15

Christian beliefs about Jesus

John 1:1–14	John 3:16
Acts 4:12	1 Corinthians 15:3–7
2 Corinthians 8:9	Philippians 2:6–11

KEY BIBLE VERSES TO HEAR AND REMEMBER

*Jesus said: 'Let the children come to me, and do not stop them,
because the kingdom of God belongs to such as these'.*

Mark 10:14 GNB

Christ Jesus came into the world to save sinners.

This saying is true and it can be trusted.

1 Timothy 1:15 CEV

*If you confess that Jesus is Lord
and believe that God raised him from death,
you will be saved.*

Romans 10:9 GNB

MENU

INTRODUCTORY ACTIVITIES

1

God's Son became a human being to save the world

SURVEY Conduct a survey in a local shopping centre. Use a multiple-choice format and ask people: Who do you think Jesus is? (1a)

JESUS WAS A JEW [1] Discuss with students:

- Where was Jesus born?
- What nationality would Jesus have been?

Locate Israel and Bethlehem on a world map. Tell students that Christian belief is centred around Jesus Christ who was born about 2000 years ago in the town of Bethlehem in the country of Israel/Palestine. Israel is the homeland of the Jewish people.

Students brainstorm in groups what they know about Jewish people and the Jewish religion.

Discuss with students:

- What do you know about living in a Jewish community?
- What questions do you have about Jesus?

Go on to investigate the experiences and life of Jesus as a Jewish person. (1a)

NAMES [1] Ask students to make a list of the names friends and family use for them, eg first name, family name, nicknames. Students can work with a partner to share the meaning and significance of these names. Make available baby name books so students can investigate the meaning of their name. As a class discuss:

- How important are names?
- What do names reveal about a person?
- What do names reveal about a person's relationships with others?

Ask students if they know any of the names of Jesus. As a class make a list of the names used to describe Jesus, eg Messiah, Light of the world. Go on to investigate the meaning and significance for Christians of these names. (1a,1b)

JESUS' BIRTHPLACE On a map of Israel and a world map locate where Jesus was born and grew up. Discuss: What places did Jesus travel to? View pictures of the landscape and people of Israel. Go on to explore Jesus' life and record the places he visited on a map of Israel. (1a)

TRIVIAL PURSUIT Conduct a game of Trivial Pursuit with questions based on Jesus' life, eg How many people were fed the day Jesus used a boy's fish and loaves? What was the name of one of the Pharisees or high priests Jesus encountered in his life?

Discuss the importance of the questions and whether they reveal the answers to questions that people have about Jesus. Students work in groups to develop a list of questions that they believe are important questions for people who want to know about Jesus. (1a)

JESUS BRAINSTORM Write the word 'Jesus' on the board and for five minutes have students brainstorm everything they know about him. Sort these ideas into facts and beliefs. Students list questions they would like to research about Jesus. Assign different questions to pairs to investigate. Use a range of resources, including, artwork, songs, hymns, non-fiction texts and Bibles. (1a)

TIME LINE: JESUS' LIFE As a class brainstorm a list of events in Jesus' life. Write on cards the events of Jesus' life and give one to each student or to a group of students. Each student holds the card so others can see it. Make a masking-tape line on the floor of the classroom and ask students to place the events in chronological order along the line. Discuss what is listed and whether there are any major omissions. Discuss what students would like to find out. (1a)

WHY DID JESUS BECOME A

HUMAN? Discuss in groups: Christians believe Jesus is God. If this is true, what reasons can you suggest why Jesus come to earth as a human being?

Make a class list of reasons. (1b)

NOBODY'S PERFECT: Can anybody be absolutely perfect? Why or why not?

Discuss the students' responses and why students believe people can or cannot be perfect. Ask students: Does it matter whether or not people are perfect? Consider the consequences of people's imperfect lives.

Introduce the Christian belief that Jesus lived a perfect human life. Ask students if they know about this Christian belief and why Jesus did this. Go on to investigate what Christians believe about Jesus' living perfectly and fulfilling God's law for all people. (1b)

2

Jesus brought God's loving rule into the world

RECONCILIATION [1] As a class work out a definition of the word 'reconciliation'. Students share experiences of reconciliation and brainstorm words associated with experiences of reconciliation, eg sadness, forgiveness, happiness.

Continue with an investigation of Jesus' life and explore his teachings about reconciliation with God and between people. (2a, 2b)

GOD'S KINGDOM [1] Students write or draw their own definition of the word 'kingdom'. Use dictionaries to check their definitions and develop a class definition of the word 'kingdom'.

Tell students that Christians believe that Jesus came to bring God's kingdom (rule) to people. Go on to explore what Jesus taught about God's kingdom. How is it similar to and different from earthly kingdoms? (2a)

DIFFERENT REACTIONS Students work in groups to develop a role-play which depicts a range of responses to a particular event, eg an accident, a sport victory. After each role-play provide time for students to interview the people in the role-play to explore why they reacted in the way they did. As a class discuss:

- Do all people react to events or experiences in the same way? Why or why not?
- What affects the way someone reacts to an event or experience?

Go on to explore stories about Jesus and the way various people reacted to Jesus' words and actions. (2b)

JESUS' LOVE [1] Students use dictionaries to define agape love. Discuss with students how people might show agape love or care for someone, eg a hug, tell them. Ask students to consider what might be the best way for God to show people that he loves them.

Discuss students' responses and lead on to an investigation of the Christian belief that God gave Jesus to the world to show people how much he loves them. (2b)

QUOTE THAT Display a range of famous quotes and the names of people who made them famous, eg

- 'Never give up, Never give up, Never give up.' Winston Churchill.
- 'Life wasn't meant to be easy.' Malcolm Fraser.

- 'Just do it!' Unknown Reebok advertising agent.

Students may be able to add to the list. Discuss:

- Why are some sayings remembered?
- In what ways could famous quotes be considered helpful?

Ask students if they know of any famous quotes or sayings of Jesus Christ. Record students' suggestions on a class list. Go on to read and research stories about Jesus and recording Jesus' sayings or teachings. Students may also use a concordance (and various Bible translations) to check the accuracy of the quotations they suggested. (2b)

3

Jesus died and rose again to save all people from sin and death

GOOD NEWS Students work with a partner to each share a story of the best news they have ever heard. Discuss as a class:

- What news is good news?
- What would be the best news you could ever hear?

Read the beginning of Mark's gospel, Mark 1:1. Ask students what they know about Jesus Christ and what people might consider to be the 'good news' about him. Go on to read Mark's gospel and record what he presents as the 'good news' about Jesus. (3a,3b,2b)

THE GOSPELS REVEAL JESUS

As a class define the term 'gospel' as used for the first four books of the New Testament.

Divide the class into four groups. Each group investigates the publisher's introduction to one of the gospels. Provide different Bible translations so that a range of information can be gathered. Students list information about their gospel, eg author, audience, purpose.

Go on to read, investigate and compare the key events in each gospel. (3a)

CENTRE OF THE CHRISTIAN FAITH

Students listen to the chorus of the song *Jesus Christ Superstar*.

Use the song to highlight Jesus Christ as central to the Christian faith. Discuss:

- What do people know about Jesus?
- Who do people think Jesus is?
- What do Christians believe Jesus came to do?

Use the discussion to formulate questions about Jesus as the centre of the Christian faith. (3b)

HEROES Listen to songs with the theme of heroes, eg Mariah Carey, *Hero* or Bette Midler's *Wind beneath My Wings*. Discuss the characteristics of heroes. Students list people they would consider to be their heroes. (3b)

MENU

DEVELOPMENT ACTIVITIES

1

God's Son became a human being to save the world

GOSPEL STUDY Study one of the gospels to explore the events in Jesus' life.

- What is the theme of the gospel?
- Who was the audience?
- What events are recorded?
- What does the gospel reveal about Jesus? (1a,2b,3a)

PEOPLE IN JESUS' LIFE Brainstorm a list of people in Jesus' life, eg Mary, Joseph, Peter, Matthew, Zacchaeus, Nicodemus, Mary Magdalene, Pilate. The students could skim through the gospels to develop the list.

Students choose one person to research and develop a character profile. The profile includes a 'photo', personal information, and a description of their relationship with Jesus and the difference Jesus made to their life. (1a,2b)

JESUS' LIFE JOURNEY Choose one of the gospels and assign a chapter or chapters to groups or individuals to read and report on. Ensure that the entire gospel is read. Each student or group develops a series of pictures to depict Jesus' life journey as related in their chapter or chapters. Display these pictures in chronological order as a wall mural in the classroom. Each student or group can briefly explain the major events of their chapter/s.

Discuss:

- What do you think were the most important events in Jesus' life journey?
- In what ways did Jesus change people's lives?

Christians believe that Jesus was both God and a human being.

- In what ways is Jesus presented as human?
- In what ways is Jesus presented as God?
- What do you think Jesus' mission on earth was? (1a,2b,3a)

I AM Use a Bible concordance to find Jesus' 'I am' statements. Use Bible Handbooks and encyclopedias to explore what the 'I am' statements reveal about Jesus' identity and his purpose on earth. Students create symbols to depict these images of Jesus. (1b,3b)

NAMES [2] Use the list of Jesus' names from the introductory activity and assign one or more of the names to groups of students. (See Bible References Menu for readings about Jesus' identity.) Each group investigates:

- What is the literal meaning of the name?
- What does the name reveal about Jesus?
- What does the name mean to Christians?

Each group reports on their investigation to the class. (1a)

JESUS WAS A JEW [2] Use Bible encyclopedias to investigate the life of Jewish people in Jesus' time. Students gather pictures and information about Israel to develop a contextual understanding of the setting of the gospels. *The Jew Called Jesus* by R Crotty is a useful resource.

Discuss:

- What things would Jesus have valued growing up in a Jewish family?
- What celebrations and festivals would Jesus have participated in?
- What experiences were a part of Jesus' daily life? (1a)

JESUS: GOD AND HUMAN Skim the gospel of Luke and make a list of those actions and events that reveal Jesus as God and those that reveal him as a human being, eg **God**: conception by the Holy Spirit, miracles, resurrection; **human**: awareness of pain, temptation, emotion, death.

Students study *Luther's Small Catechism* to explore what Lutherans believe about Jesus as God and human. Discuss:

- What do Christians believe about Jesus' identity?
- Why do you think it is important for Christians that they believe that Jesus was both God and human? (1a)

JESUS PORTRAYED IN FILMS

Examine and compare films about the life of Jesus, eg *Jesus Christ Superstar*, *Jesus of Nazareth*. Students consider what the films reveal about Jesus. Activities could include viewing the way four different films present the same event in Jesus' life. What does each film emphasise about the event? How is Jesus portrayed in each film? Students compare the film presentation of Jesus with one of the gospels. (1a,2a)

BIG QUESTIONS Write the following statements about Jesus on the board:

- He was just a kind, good man.
- He must have been a mad man.
- The story about Jesus is just a fairytale.

Tell students that Jesus is one of the most argued about persons in history.

Ask students to choose one of the statements to investigate and consider its validity. Students work in groups to study various events in Jesus' life such as his birth, relationships, miracles, death and resurrection. They gather evidence in support and against their statement.

The results of their investigation may be presented in groups.

Discuss as a class:

- Why might people call Jesus a mad man?
- What evidence is in the gospels that suggests that Jesus was more than just a good man? (1a,2b,3b)

FOUR GOSPELS, FOUR STORIES OF JESUS Students read and explore how each gospel develops the story about Jesus. This can be completed in the following ways:

- Choose stories which appear in all gospels and read and compare the way each story is presented. Discuss the differences and similarities and consider the author's message and purpose in presenting the story, eg Feeding the five thousand
Matthew 14:13–21 Mark 6:30–44
Luke 9:12–17 John 6:1–15.
- View a film about Jesus which is based on one of the gospels. Have students conduct a film and text study. Students view the film in segments and read and investigate the related section in the Bible. Students explore the message of the film-maker and the message of the gospel writer.
- Students choose one of the gospel accounts to read. Students each keep a reading log as they read, recording their comments and questions. Integrate with English and provide time for students to be involved in varied reading activities and to discuss in groups what they are reading. Each student can prepare a report about the gospel they have read.
(1a,2a,2b,3a,3b)

JESUS' MISSION Explore in Luke's gospel the events of Jesus' life that point to his mission on earth, eg his birth, presentation at the temple, miracles, teaching, Gethsemane, his death and resurrection (see Bible References Menu). Students use Bible

handbooks to develop an understanding of the events. Explore the following questions:

- What did people say about Jesus in the stories?
- What did Jesus say about his mission on earth? (Matthew 18:11; Mark 10:32–34; John 10:10b)
- Why do you think Jesus said 'It is finished' on the cross?
- Who do you think decided that Jesus would die?
- How does Paul reflect on Jesus' mission in Colossians 1:15–22 and 1 Timothy 1:15?
- What do Christians believe about why Jesus came? (1b,3b)

PROPHECIES FULFILLED Explore Old Testament prophecies that predict the coming of the Saviour, eg Isaiah 7:14; Isaiah 9:6,7; Isaiah 53; Micah 5:2. Students develop a profile of what the prophets said the Saviour would be like.

Read sections of Luke's gospel, eg Jesus' birth and death. Students record information about Jesus, eg his birthplace, name, suffering.

Compare the profile of the prophets with the events recorded in Luke.

- How do the prophecies influence your understanding of events in Jesus' life?
- What do the prophecies help you understand about Jesus? (1a,3b)

2

Jesus brought God's loving rule into the world

JESUS THE TEACHER Read and use Bible handbooks to study Jesus' Sermon on the Mount, Matthew 5:1 – 7:29. Which issues concerned Jesus most? How relevant are these issues today? What methods would Jesus use to communicate his message today?

Students choose one of Jesus' teachings to rewrite in their own words. (2a,2b)

STORIES ABOUT JESUS Read to the students a range of picture books about events and people from the gospels, eg *The Nativity* by J Vivas, *The Story of Zacchaeus* by M Figley. As you read each text, discuss the way the author and illustrator have interpreted the story. Compare the story with the biblical text. Has the author embellished or changed the Bible story? If so, in what ways has it been changed?

Students choose a story from the gospels to write as a picture book. Encourage students to use Bible handbooks and encyclopedias to

investigate the story, its characters and significance. Discuss ways in which the books can be presented, using the picture books as models. Share the picture books with another class. (2b)

WAS JESUS WHAT PEOPLE

EXPECTED? Investigate groups of Jews, eg the Pharisees, the Sadducees, the Zealots and the Essenes. Students read stories from the gospels (See Bible References Menu) and imagine the way the different groups might have reacted to Jesus' teaching or actions. Use the following questions to guide the investigation:

- What type of Saviour was each group expecting?
- In what ways was Jesus different from what they expected?
- How did Jesus challenge their ideas about God? (2a,1a)

RECONCILIATION [2] Investigate people in Jesus' time who experienced prejudice or injustice. Study a range of stories about Jesus to explore how Jesus responded to these people. See Jesus' Associates in Bible References Menu. Investigate and discuss:

- What do Jesus' actions teach us about reconciliation?
- What was Jesus' greatest act of reconciliation?

Students keep a file on what they learn about reconciliation. (2a)

GOD'S KINGDOM [2] Christians believe that Jesus revealed what God's kingdom is like and established God's kingdom through his actions and teachings. Investigate Jesus' parables of the lost coin, the lost sheep and the lost son (Luke 15:1–32) to develop an image of God's kingdom. Students create puppet plays to share the stories with other students. (2a)

JESUS' LOVE [2] Students read and investigate stories in which Jesus shows great love for people. Students work in groups to develop role-plays about the stories. Discuss the points of view of different people in the story. How do they respond to Jesus? What do the stories reveal about God's love for people? (2a)

JESUS' MIRACLES Make a list of Jesus' miracles and sort them by discussing:

- Which miracles demonstrate Jesus' power over nature?
- Which miracles demonstrate Jesus' power over disease?
- Which miracles demonstrate Jesus' power over death?

- Which miracles demonstrate Jesus concern for people?

As a class create a database of Jesus' miracles. Individual students or small groups choose miracles to study and provide information for the database.

In groups students reflect on what the miracles reveal about Jesus. (2b)

JESUS' ASSOCIATES Skim through the gospel of Mark and keep a record of the people that Jesus associated with eg fishermen, high priests, prostitutes, people with leprosy.

Students investigate the social status of Jesus' associates.

Discuss:

- Why do you think Jesus associated with so many different types of people?
- Who would Jesus associate with today?

Retell a story of Jesus' interaction with an outcast in a modern-day setting. (2b)

JESUS' PARABLES Assign different parables to groups of students. Each group has the responsibility to read and research the parable. Each group presents the parable and its meaning to the class. (2a,2b)

3

Jesus died and rose again
to save all people
from sin and death

GOSPEL ACCOUNTS OF JESUS' DEATH AND RESURRECTION

As a class conduct a comparative study of the gospels' account of Jesus' death and resurrection. See Bible References Menu. Have students create four columns, one for each gospel, in a double page of their books.

They read and list the key events of each gospel in the appropriate column. Tell students to also record Jesus' words in each account.

Discuss:

- What details are the same in all accounts?
- What details differ in the accounts?
- How would you describe Jesus as he is shown in each account?
- Why do Christians believe Jesus was born to die?
- What does Jesus' death and resurrection mean for all people? (3a,3b)

WHY JESUS DIED Students explore what the epistle writers say about Jesus' death. See *Why Jesus died* in the Bible References Menu. (3b)

JESUS DIED FOR US Read Luke's account of Jesus' death and record the key events. View Franco Zefferelli's film depiction of Jesus' death and record the key events. Compare the film with the gospel, using questions such as:

- What is the message of the gospel writer?
- What is the message of the film-maker?
- How is Jesus presented in the gospel and film?
- Which account helped develop your understanding of the death of Jesus? (3b)

HYMNS AND SONGS ABOUT JESUS

Read hymns and contemporary songs to explore and record what people have written about Jesus' death and resurrection. Consider:

- What events in Jesus' life are described?
- What do Christians believe about Jesus' death and resurrection?
- How has Jesus affected the lives of the writers of the hymns or songs?

Students choose one song to write and illustrate as a poster. The posters could form an Easter display in the worship centre or be combined in a big book. Alternatively, students could create illustrated OHTs of the songs which can be used in worship. (3b,1a,2b)

KEY CHRISTIAN BELIEFS Students study the second part of the Apostles' Creed (see *Luther's Small Catechism*) and compile a list of 'Key Christian Beliefs' about Jesus'.

Students read a range of contemporary Christian magazines to explore what Christians say about Jesus, and compare these with their Key Christian Beliefs list. (3b)

JESUS' GOOD NEWS Students read the gospel of Mark as investigative reporters exploring the questions:

- How does Mark show that Jesus was 'good news' for people?
- How did different people react to the good news?
- What does Mark suggest is the good news about Jesus for all people?

Students develop a 'Good News' newspaper based on the events of Mark's gospel. (3a,3b)

WHAT CHRISTIANS SAY TODAY

Arrange to interview a number of Christians to explore what they believe about Jesus and what they believe he has achieved for them. (3b,2b)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see page 11).

SONGS Students learn songs about Jesus (see Music and Worship Ideas in the appendix).

TIME LINE (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, develop a time line of Jesus' life. Include important events and teachings on the time line.

GOD FILE (A recommended activity for Level 2) If the class is developing a God File, add information to the file about what Jesus taught concerning God and his kingdom.

MENU

RESPONSE ACTIVITIES

1

God's Son became a human being to save the world

JESUS' LIFE Students create storyboards depicting major events in Jesus' life. Consider the use of colour, surroundings, facial expression and body language to tell the story. (1a)

SONGS ABOUT JESUS Students listen to and read a range of songs and hymns about Jesus. What message about Jesus do they convey? They compose their own song about Jesus. (1a)

WHO IS JESUS? Students use the information gathered about Jesus to present a school worship or write an editorial article for the school newsletter entitled 'Who is Jesus?'. (1a)

BOARD GAME Students develop a board game about the life, teachings, works and person of Jesus. Students consider how they can make the game challenging, inspirational and educational. Challenge students to go beyond the 'Trivial Pursuit' type of game (see Introductory activity). (1a)

JESUS NEWS Students write a series of newspaper headlines to tell the story of why Jesus came to earth and what he did while he was here. (1b)

POETRY Students study poems and prayers written about the life of Jesus, eg *Jesus Our Future* by Bruce Prewer. Students write their own poems to express their thoughts on the life of Jesus and why he came to earth. (1a,1b)

2

Jesus brought God's loving rule into the world

JESUS BRINGS GOD'S LOVE Review events in Jesus' life where he brought God's love to people, eg the miracles, the 'lost' parables, his death and resurrection. Discuss:

- What words would you use to describe such love?
- What images would you use to depict it visually?

Students create sculptures, paintings or symbols that depict God's love as shown in Jesus. (2a)

JESUS SPEAKS OUT Students identify contemporary issues in the newspapers on which Jesus would speak out. What do you think he would challenge people to do? Jesus used stories to tell people about God's views on issues. Students write parables that Jesus might use and tell today about contemporary issues. (2b)

JESUS SPEAKING AT AN EVENT NEAR YOU Students design an advertising poster to promote an upcoming event where Jesus will be the guest speaker. In the poster include information about Jesus' life or his qualities that would attract or arouse interest within people. (2a)

REFLECTION Conduct a quiet reflection on the unit. Play some soft music and ask students to think about the activities of the unit. To guide the reflection use questions such as:

- What was the most important thing you learnt about Jesus?
- How would you describe Jesus to someone else?
- Which story or activity made the greatest impact on you?
- Complete the sentence: Jesus is . . .

At the completion of the reflection students may choose to make a written response. (2a,2b)

AN AUSTRALIAN JESUS Study artwork from countries that depicts Jesus in different ways. Discuss the ways in which people have presented Jesus in their context, eg Papua New Guinea paintings of Jesus with brown skin, paintings of Jesus in contemporary settings.

Discuss the way in which the work of each artist conveys their culture and the way Jesus relates to their experience, eg Jesus being beaten by soldiers in military uniform may have special significance for people suffering under a military dictatorship.

Discuss the Australian context and any special understanding of Jesus that Australians might have. Students create artwork that shows Jesus in an Australian context. (2b)

3

**Jesus died and rose again
to save all people
from sin and death**

EASTER MURAL Students design a mural that could be displayed at Easter that captures the story and message of Jesus' death and resurrection. (3a,3b)

STAINED-GLASS WINDOW Students make a stained-glass window display presenting the message of Jesus' death and resurrection. (3a,3b)

BORN TO DIE Discuss:

- What is Jesus' greatest achievement?
- Why would Christians believe Jesus' death was his greatest achievement? (3b)

EASTER WORSHIP Students develop a school worship session that communicates the Christian beliefs about Jesus' death and resurrection. Choose appropriate songs and Bible readings. Consider using an Easter drama (eg from Verena Johnson's *Let's Make A Scene* series) to share the message. (3b)

MY LIFE Allow time for students to reflect or meditate on what they think and believe about Jesus. Students develop personal statements:

- 'I believe Jesus is . . .'
- 'This means that . . .'

MENU**RECOMMENDED RESOURCES**

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God saved people through Jesus*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION**Jesus**

Connolly P *The Jews in the Time of Jesus* 1994 Oxford University Press

Doney M *Jesus the Man Who Changed History* 1988 Lion Publishing

Drane J *Bible World Series* 1996 Lion Publishing; titles:

Heaven and Earth

Work and Society

The Life that Changed the World

Graystone P *If I Had Lived in Jesus' Time* 1995 Abingdon Press

Nystrom C *Who Is Jesus?* 1980 ANZEA Books

Singer C *Experience Jesus Today* 1993 OCP Publications

Masterplan 1985 Lutheran Publishing House

Rembrandt (Illustrator) *The Life of Christ* 1995 Eagle

O'Toole M *Jesus: The Word of God* 1992 Collins Dove

Rhymer J *The Illustrated Life of Jesus Christ* 1994 Bloomsbury

Van der Maas *Adventure Bible Handbook* 1994 Zondervan Publishing

Jesus: specific stories

Arch Book series, Concordia Publishing House; titles:

Birth and Early Ministry

Parables Jesus Told

Lessons Jesus Taught

Miracles Jesus Performed

From Palm Sunday to Easter

From Easter to His Ascension

Caswell H *Parable of the Good Samaritan* 1992 Abingdon Press

Hastings S *The Birth of Jesus* 1996 RD Press

Hastings S *The Miracles of Jesus and Other Bible Stories* 1994 Dorling Kindersley

Jewish traditions

Lawton C *I am a Jew* 1984 Franklin Watts

Kadodwala D *Celebrate Series* 1995 Heinemann (title: *Jewish Festivals*)

Lawton C *My Belief Series* 1984 Watts (title: *I am a Jew*)

Stoppelman M *Beliefs and Cultures Series* 1996 Watts (title: *Jewish Beliefs and Cultures*)

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Elwell Hunt A *The Tale of Three Trees* 1989 Lion Publishing

Elwell Hunt A *The Singing Shepherd* 1992 Lion Publishing

Figley M *The Story of Zacchaeus* 1995 Wm B Eerdmans Publishing

Laird E *The Road to Bethlehem A Story from Ethiopia* 1987 Collins

Spence E *Me and Jeshua* 1985 Dove

Vivas J *The Nativity* 1986 Omnibus

Wild M and Huxley D *Light the Lamps* 1994 Margaret Hamilton Books

MUSIC

The Wind beneath My Wings Bette Midler

Hero Mariah Carey

All Together Now 1980, *All Together Again* 1983, *All Together Everybody* 1991, *All Together OK* 1996 Openbook Publishers, Adelaide SA

Scripture in Song Book 3 1988, *Book 2* 1983, Australian Print Group

AUDIO-VISUAL

VIDEO

Jesus of Nazareth Franco Zefferelli's production

The first Christmas and other Bible stories and *Jesus and his Kingdom* The Oxford Vision Children's Video Bible 1988 Lion Publishing

Good Friday (with Easter Sunday) Scripture Union

Luke Street and Mark Time Scripture Union

Jesus The Jesus Project Here's Life Ministry

COMPUTERICD-ROMS

Risen: Jesus: The Week That Changed History Lion Multimedia 1995 Lion Publishing

The Jesus Story Begins Lion Multimedia 1996 Lion Publishing, Oxford

OTHER

Reproducible Maps Abingdon

TEACHER RESOURCES

Card M *Immanuel, Reflections on the Life of Christ* 1990 Word Publishing

Crotty R *The Jew Called Jesus* 1993 EJ Dwyer

Danes S & C *Messiah: Jesus' Life and its Meaning* 1991 Lion Publishing

Danes S & C *Mark: The Gospel for Today* 1989 Lion Publishing

Dickson J A *Hell of a Life* 1997 Matthias Media

Gernant Dumit J *Mark: The Serving Christ* 1984 Concordia Publishing House

Strelan R *Crossing the Boundaries* 1991 Lutheran Publishing House

Wright T *The Original Jesus* 1996 Lion Publishing

Yancey P *The Jesus I Never Knew* 1995 Zondervan Publishing House

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