

# STUDENTS AND FAMILIES

To involve students' families in this unit, teachers can choose from the following:

- Students share work samples with their families.
- Invite parents to see presentations or displays developed by the students.
- Present the students' investigations in a school worship or assembly.
- Students produce their own class newsletter to share with their families, which includes samples of students' reflections, psalms, prayers, art, research etc.
- Inform parents about the topic through a newsletter. The following provide examples related specifically to the model units.

## LEVEL 1 NEWSLETTER

Jesus has played an important role in the lives of millions of people in most places of the world: times in which people live were identified as either BC (before Christ) or AD ('the year of our Lord') until recently; Jesus has featured in more than twenty movies; Jesus' name provides people with a means of expressing their frustration, more times than one can count; there are over 4000 web sites on Jesus on the Internet; wars have been fought in Jesus' name; people have died for Jesus' cause, countless of books have been published about him. The questions remain: who is this Jesus and what is his relevance for people living in the 21<sup>st</sup> century?

Four New Testament writers wrote four different accounts of the life of Jesus. Each writer communicated what he was convinced was the truth and significance of Jesus for all people. While each tells the story in his own way, they all agree that he is God who became a human being, who died and then rose again. Faith in Jesus brings meaning and purpose to life and eternal life with God the Father.

Students will examine the portrait of Jesus as king found in the gospel account of Matthew. The various activities in the unit culminate in each student creating their own portrait of Jesus. Throughout the unit students will compare the portrait of Jesus with that of earthly kings to draw out more clearly the revolutionary nature of Jesus' identity and rule as king. Each student will keep a dossier on Jesus as well as making regular journal entries by which he/she can respond personally to the message and challenge of Jesus.

## LEVEL 2 NEWSLETTER

Jesus was a Jew. God had forbidden the Jews to make 'graven images'. So no matter how important their friend and teacher was to them, no-one who actually saw Jesus made a drawing or statue of his physical appearance.

More important than what Jesus *looked* like is what he *was* like: how he related to people around him, what he did, what he said. And in the Bible we have four word-portraits of what Jesus was like. In our current Christian Studies unit, students will read one of these word-portraits: the Gospel of Mark.

In the course of the reading students will encounter concepts such as: God's Son became a human being to save the world; Jesus brought God's loving rule into the world; Jesus died and rose again to save all people from sin and death. Students will develop their own 'image' of Jesus as they encounter him in the gospel.

You may want to read the Gospel of Mark yourself and talk about it with your child. If you have any questions, please contact me.