Level: 1
Title: WHAT DO I KNOW ABOUT JESUS?
JESUS CHRIST: Jesus of Nazareth, Saviour, Word made Flesh.

Suggested Duration: 5 weeks

Unit Focus
This unit will give students the opportunity to explore and appreciate the life of Jesus. They will come to understand that Jesus was born into a loving family, was raised by kind and caring parents, was taught to pray and to care for those who needed help.

Level Outcome
By the end of Level Two students should be able to:

Recognise Jesus who reveals God’s love for us.

Unit Outcomes
By the end of this unit the students should be able to:

1. Identify the Bible as the Christian community’s most important book.
2. Identify similarities and differences between their life and the life of Jesus
3. Express ways that they can show their love for others.

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Key Understandings for Students
- Jesus learned to know and trust God.
- Mary, his mother, taught Jesus to pray to God.
- Mary and Joseph were kind and loving parents. They prayed to God and cared for those who needed help.
- Jesus’ family were involved in religious ceremonies and rituals.
- Jesus was human like us.
- Jesus loves each of us.
- Jesus teaches us to love and grow.
- Jesus asks us to love and care for others.

Curriculum Links - VELS
Victorian Essential Learning Standards
The unit What Do I Know About Jesus? can be used to assess aspects of VELS. The table below gives an example of how Level 1 standards could be assessed.
### Physical, Personal and Social Learning

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"Students identify the qualities of a friend and demonstrate care for other students. They contribute to the development of positive social relationships in a range of contexts. Students describe basic skills required to work cooperatively in groups."

### Curriculum Framework Context

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### Student Context

Children at this age are very curious and have great imagination and will enjoy the use of story as a way of discovering the stories of Jesus’ birth, childhood and ministry. For some children, this will be a discovery and they will have many questions to be answered.

In particular, children can relate their own lives to stories of Jesus’ childhood, noting similarities and differences, and this provides a foundation for a developing relationship with Jesus.

### Theological Background for Teachers

- **The Birth of Jesus**

  The Gospels of Matthew and Luke record the events of Jesus’ birth. The stories of the birth of Jesus draw on texts from the Old Testament. Both evangelists highlight the significance of Jesus’ birth. Both evangelists wish to emphasise that the birth of this child was no ordinary birth. In Matthew Jesus is seen as the new Moses, liberator of the people of God. The flight into Egypt and the return of Jesus, Mary and Joseph to the land of Israel (Mt. 2: 13–21) echo the story of Joseph and his brothers (Gen.37) and the liberation of the Hebrew slaves in the Exodus. Matthew’s genealogy (Mt.1: 1–17) emphasises, for his Jewish audience, the continuity between Jesus and the great liberators of Jewish tradition. Luke sets Jesus’ birth in the context of a Roman census. The Romans were the rulers of the known world. Luke sees Jesus’ birth in the context of world events. The Magi from the east (Mt. 2:1–12) symbolise the nations of the world come to pay homage. The virginal conception of Jesus is linked to the mysterious sign spoken of by Isaiah (Mt.1: 23 cf. Isaiah 7:14).

- **Jesus’ Parents**

  Jesus belonged to a family. Jesus had a mother whom Christian tradition names as Mary. Matthew's Gospel states that Mary's husband was Joseph, ‘a man of honour’. Luke's gospel says that at the time of Jesus’ conception, Mary was betrothed to a man named Joseph of the House of David. Luke’s Gospel relates that Jesus’ parents had him circumcised and presented in the Temple as required by Jewish law. The family of Jesus lived at Nazareth. Jesus’ family went to Jerusalem for the feast of the Passover before returning once more to Nazareth.

- **The Bible tells Jesus’ story**

  The story of Jesus is recounted in the Gospels. The four Evangelists were primarily theologians. Their major concern was to communicate the religious significance of the life, death and resurrection of Jesus. They understood and interpreted the significance of Jesus in the light of the story of the People of Israel. The Evangelists understood and interpreted Jesus in the light of the post–resurrection experience of Jesus’ followers who were forming Christian communities or churches throughout the Greco–Roman world. Christians understand and interpret the Jesus story by looking to both the Old and New Testaments and to the ongoing Christian experience of the Church.

- **Characteristics of Jesus as a person through story**

  The stories that Jesus told reflect his own humanity and his relationship with God and others. Jesus was able to relate to both the poor and lowly and the rich and well connected. The parables of Jesus are meant to jolt his listeners out of their customary ways of thinking about God and the world. The parable of the Good Samaritan confronted Jewish prejudices about the hated Samaritans. As the Gospel narratives about Jesus unfold his human qualities are revealed. Jesus is patient with his disciples who are so slow to learn. Jesus weeps at the death of a friend. He feels compassion for a widow deprived, through death, of her only son. Jesus is courageous in confronting those who misuse power. He stands up to a self–righteous mob ready to stone to death a woman taken in adultery. Confronted with the horror of his own death Jesus sweats blood. In the stories Jesus told and the narratives about Jesus numerous
personal characteristics of Jesus are depicted.

- **Jesus as friend**
  Jesus revealed himself as a real friend in the Gospel narratives. Jesus loved Simon Peter. Simon Peter was a friend of Jesus, part of his inner circle. Jesus knew Simon Peter to be good-hearted but weak. Jesus predicted that Simon Peter would betray him. When Simon Peter repented his betrayal Jesus forgave him. Jesus challenged his friend Simon Peter to be shepherd to those who would follow the way of Jesus (Jn 21:15–18). Jesus went out of his way to make friends with people whom today we would term ‘the marginalised’. Jesus saw first and foremost the person beneath the societal stereotype of tax collector, leper, public sinner, blind person, prostitute and so on. Jesus befriended people in spite of what others thought. Jesus had friends among the rich and the poor, the popular and the unpopular, those considered worthy and those considered unworthy.

- **If we had lived in the time of Jesus Christ and could have met him; we would have met him as a man first.** His humanity would have been our touchstone – as we got to know more about him - it would have occurred to us that there was something profound about this man – a wisdom that constantly confounded and a love that eternally enfolded and included all people. (Catholic Education Archdiocese of Brisbane, *Jesus as a person*, 1998, pp.5-7)

**Scripture**

**Teacher Reference (NRSV)**

1 Jn 1:1-2

We declare to you what was from the beginning, what we have heard, what we have seen with our eyes, what we have looked at and touched with our hands, concerning the word of life- this life was revealed, and we have seen it and testify to it,

**Student Reference (CEV)**

Lk 2:41- 51 - **The Boy Jesus in the Temple**

Every year Jesus' parents went to Jerusalem for Passover. And when Jesus was twelve years old, they all went there as usual for the celebration. After Passover his parents left, but they did not know that Jesus had stayed on in the city. They thought he was travelling with some other people, and they went a whole day before they started looking for him. When they could not find him with their relatives and friends, they went back to Jerusalem and started looking for him there. Three days later they found Jesus sitting in the temple, listening to the teachers and asking them questions. Everyone who heard him was surprised at how much he knew and at the answers he gave. When his parents found him, they were amazed. His mother said, "Son, why have you done this to us? Your father and I have been very worried, and we have been searching for you!" Jesus answered, "Why did you have to look for me? Didn't you know that I would be in my Father's house?" But they did not understand what he meant. Jesus went back to Nazareth with his parents and obeyed them. His mother kept on thinking about all that had happened.

Lk 18:15-17 **Jesus blesses the children**

Some people brought their little children for Jesus to bless. But when his disciples saw them doing this, they told the people to stop bothering him. So Jesus called the children over to him and said, "Let the children come to me! Don't try to stop them. People who are like these children belong to God's kingdom. You will never get into God's kingdom unless you enter it like a child!"
Suggested Assessment Tasks

Assessment tasks for this unit may include:

**Outcome 1**  **Students identify the Bible as the Christian community’s special book.**
- Identify the Bible from a selection of books and have students explain their choice.
- Create a class collage of the Bible. Each child contributes a word or picture from a Bible story they know.
- Students complete the sentence starter “The Bible is …”. Students write and draw their responses.

**Outcome 2**  **Students identify similarities and differences between their life and the life of Jesus.**
- Focused analysis. Interview student using questions eg
  - Did Jesus have parents?
  - Who were they?
  - Where was Jesus born?
  - Is it usual for babies to be born in a stable?
  - Who came to visit Jesus in the stable?
  - Is it usual for babies to be visited by shepherds and kings?
  - Why did they come?
  - Describe aspects of Jesus’ family life eg being lost at the temple and compare that to our own experience of being lost.

**Outcome 3**  **Students express ways they can show their love for others.**
- List, draw or mime all the different ways that we show love to others.
- Folding an A4 piece of paper make a shape of a heart. Write the words ‘Jesus my friend or I show my love for others by ……….’ The students write and illustrate.

N.B. Outcomes 1c, 2a, and 2b lend themselves to reporting in the dimension of Knowledge and Understanding.

N.B. For this unit it is suggested that the teacher tells the children the scripture story recommended.

Suggested Teaching & Learning Experience

**Focusing Activity**
Compile a list of things families do together. Role play situations which show different examples of family life, eg having fun together, eating together, learning together, going shopping together, saying sorry, working, playing and so on. Encourage students to express different family experiences which show the variety of roles within a family and examples of showing care and love.

- Design a concept map about what we know about Jesus.
- Read stories from children’s literature relating to families and family life e.g. “Are We There Yet?” (Lester, Alison) or “Magic Beach” (Lester, Alison). This should be done frequently throughout the unit. Share together what families like to do together. ‘What does your family like doing together?’
- Create class big book or a wall mural representing all class families (whilst being sensitive to, and respectful of, contemporary family structures. Invite students to draw their family members and label with their family name, eg The Jones Family. Explain that we are part of our family and God’s family. Add captions ‘God Gave Us Our Family’ and ‘My Family is Special to God’. Discuss.
- As a class complete a Venn diagram to show similarities and differences between their life and the life of Jesus.
- Recap the Christmas story. Children may be divided into groups and assigned a character. Groups are given time to work out a role-play to present to the class.
- Begin to learn “The Hail Mary”
- Teacher and children compose a text, which recounts some of the main events of the story of the life of Jesus. This text can be displayed on the wall chart.
- Sequence the main events in Jesus life.
• Make puppets of Jesus and his family and friends. Make them available to the students for structured and unstructured play.

• Lk 2:41-51 To PREPARE TO HEAR the Word discuss with the students that it is a Jewish custom to visit the Temple in Jerusalem at least once a year and in this story it was at Passover. Tell the students that it was common practice that men and women travelled in separate groups and children of Jesus’ age were able to travel with either group.

• Lk 2:41-51 To ENCOUNTER the Word after reading the text from the Bible, students tell the story using the Godly Play materials.

• Lk 2:41-51 To RESPOND to the Word students illustrate the story using the following four headings: losing, searching, finding and rejoicing.

• Lk 18:15-17 To PREPARE TO HEAR the Word students investigate the vocabulary of the text eg. kingdom, blessing and disciples. Share times when you have felt welcomed. Read the picture book eg. ‘The stew that grew’. (Gray, Michael).

• Lk 18:15-17 To ENCOUNTER the Word after reading the text from the Bible, students tell the story using Godly Play materials.

• Lk 18:15-17 To ENCOUNTER the Word after reading the text from the Bible, students propose a new ending for this text, imagining that the disciples welcomed the children.

• Lk 18:15-17 To RESPOND to the Word make a class list of ways that we welcome new students into our school

• Lk 18:15-17 To RESPOND to the Word students make a front entrance/classroom door welcoming all who enter

• Lk 18:15-17 To RESPOND to the Word wrap up a large box as a parcel label it ‘God gives us the gift of welcome - we accept it with love’

• Explore the four stages of Jesus’ early life using the attached worksheets. (Appendix 1.1 and 1.2)

• Make a simple scroll recording something about Jesus’ childhood with text and illustration.

• Display books around the classroom, labelling pictures of food, temple, clothing, games, school and houses.

• Brainstorm games that Jesus would have played as a child. Consider the environment and available equipment. (Ryan, Maurice. Expressions: Book 2)

• In groups mime different situations where we can show our love for others.

• List the ways that your family show their love and care for each other. Eg goodnight kiss, makes your lunch, shares toys etc.

• Students create a story map of their own life including parents, community groups they may be involved in, school, friends, interests, etc

• Create a class big book about the life of Jesus.

• Introduce the Bible to students, discuss its significance and importance to Christians.

• Children complete in small groups a mind map displaying what they now know about Jesus – about his life, the people he knew etc. Children then come together to share their knowledge and a whole class mind map is generated.

Resources

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: http://www.ceoballarat.catholic.edu.au and follow links to Resource Centre.
JESUS GROWS UP

1. Jesus was born in Bethlehem.

2. Jesus plays outside his house in Nazareth.
3. Jesus learned to pray.