Level: 2
Title: THE LIFE OF JESUS
Strand: JESUS CHRIST: Jesus of Nazareth, Saviour, Word made Flesh
Suggested Duration: 5 weeks

Unit Focus
In this unit students will learn more about Jesus. They will discover what life in Nazareth was like at the time of Jesus and where possible make links with their own life experience.

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

Recognise Jesus as a human being who reveals God’s love for us.

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

1. Recount stories about Jesus.
2. Compare aspects of life in the time of Jesus with life today.
3. Identify ways that they can live a life of love.

### STRAND DOCTRINAL CONCEPTS

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
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<tr>
<td>Jesus Christ</td>
<td>1. Jesus is a human person like us.</td>
<td>464, 469, 531, 533, 488, 502, 508</td>
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<td></td>
<td>2. Jesus is a member of a family.</td>
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<td>3. Mary is the Mother of Jesus</td>
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<td>Scripture</td>
<td>2. The Gospels are part of the New Testament and tell us about Jesus’ life.</td>
<td>125, 126</td>
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<td>Christian Life</td>
<td>4. Jesus shows us how to live.</td>
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Key Understandings for Students
- Jesus’ family had routines, rituals and celebrations.
- Jesus was the son of Mary, who was married to Joseph, a carpenter. Jesus grew up in this family. He had the responsibilities and routines of a family of the time.
- The story of Jesus and his way of life is recounted in the Gospels.
- The stories that Jesus told challenge us to live a life of love.

Curriculum Links - VELS

Victorian Essential Learning Standards
The unit The Life of Jesus can be used to assess a range of VELS. The table below gives examples of how Level 2 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
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<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal</td>
<td>Building Social Relationships</td>
<td>“identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.”</td>
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<td>Development</td>
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Working in Teams
-“work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.”

<table>
<thead>
<tr>
<th>Inter disciplinary Learning</th>
<th>Information and Communications Technology</th>
<th>ICT for Visualising Thinking/ ICT for Creating</th>
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**Curriculum Framework Context**

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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tr>
<td>What Do I Know About Jesus?</td>
<td>The Life of Jesus</td>
<td>Followers of Jesus</td>
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**Student Context**

Students in Level Two are beginning to develop their independence while still needing the security of ritual and routine.

They are ready to explore other types of ritual and routine and compare it to their own situation. They are able to use their imagination to develop personal images of the people they encounter in their religious traditions. It is important to understand that these may well become life-long images. Therefore we need to present accurate and realistic images of life in Nazareth at the time of Jesus. We need to acknowledge the implications of this when reflecting upon Jesus’ life and actions. This will help the students to relate their ensuing life experiences to Jesus in a meaningful and productive way.

**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 the 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 world events. Both Gospel narratives are rich in symbolism and hidden meaning. Jesus is linked to Bethlehem and David. This hints at Jesus’ kingly and messianic status. 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. This part of Jesus’ earthly life is sometimes referred to as his ‘hidden life’ Luke refers to it as a period in which Jesus increased in wisdom, maturity and favour with God (Lk 2:39–40). All four Gospels illustrate the importance of relationships to Jesus. Jesus’ understanding and practice of relationship grew.
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 Graeco–Roman world. Christians understand and interpret the Jesus story by looking to both the Hebrew and Christian Scriptures and to the ongoing Christian experience of the Church.

Jesus’ childhood, teenage years and adulthood
All four Gospels have the public ministry of Jesus as their major focus. It seems that Jesus was about thirty years of age when he began his public ministry. The Gospels pass over Jesus’ childhood and early adulthood in relative silence. Mark and John say nothing about Jesus childhood, teenage years and early adulthood. Matthew briefly records Jesus ancestry, virginal conception, the visit of the Magi and the flight into Egypt and return. Luke has most detail on the years prior to Jesus public ministry. From Luke alone we learn of the twelve year old Jesus among the doctors of the Law in the Temple. From Luke we may assume that Jesus lived the normal life of a first century Jew in a small village. Jesus grew as other young Jews of his time. As Luke puts it ‘And Jesus increased in wisdom, stature, and in favour with God and men.’ (Lk 2:52)

Jesus’ mission
In their accounts of the years before Jesus’ public ministry Matthew and Luke give their readers hints of Jesus’ mission. The account of the visit of the Magi is Matthew’s way of indicating Jesus’ universal mission to the Gentiles (Mt 2:1–12). Matthew’s genealogy places Jesus firmly in the line of Abraham and David. Abraham was the father of Israel and David the messianic king of Israel (Mt.1:1). Luke links the mission of Jesus to that of John the Baptist through the pregnancies of Mary and her cousin Elizabeth and the births of John and Jesus (Lk.1:2– 2:38). All four Gospels make strong links between the public mission and ministry of Jesus and the mission and ministry of John the Baptist. Early followers of Jesus saw the ministry of John the Baptist as a preparation for the ministry of Jesus. In the four Gospels the direction and implications of Jesus’ mission and ministry emerge gradually. Jesus preaches the Word of God drawing on the ordinary everyday experience of his listeners. Jesus speaks with authority. Jesus’ message challenges injustice and oppression, bringing him into conflict with the authorities. Jesus goes about healing and doing good. His mission and ministry, at first to the People of Israel, soon extend to the Gentiles. Jesus heals and forgives sin. The mission and ministry of Jesus are summed up in the idea of the Kingdom of God. This Kingdom or Reign of God is a vision of a restored humanity in which justice and love have done away with all injustice and oppression.

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. Jesus’ story about the labourers who come at the eleventh hour receiving the same wages as those who laboured all day indicates that God’s justice is different from human justice. Jesus’ parables show that he was a man of intelligence and insight. Jesus is a person in touch with the details and realities of life around him. 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.
Mk 1:16-20  
As Jesus passed along the Sea of Galilee, he saw Simon and his brother Andrew casting a net into the sea—for they were fishermen. And Jesus said to them, ‘Follow me and I will make you fish for people.’ And immediately they left their nets and followed him. As he went a little farther, he saw James son of Zebedee and his brother John, who were in their boat mending the nets. Immediately he called them; and they left their father Zebedee in the boat with the hired men, and followed him.

Student Reference (CEV)

Lk 2:4-7  **The Birth of Jesus**
So Joseph had to leave Nazareth in Galilee and go to Bethlehem in Judea. Long ago Bethlehem had been King David's hometown, and Joseph went there because he was from David's family. Mary was engaged to Joseph and travelled with him to Bethlehem. She was soon going to have a baby, and while they were there, she gave birth to her first-born son. She dressed him in baby clothes and laid him on a bed of hay, because there was no room for them in the inn.

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.

Mk 1:16-20  **Jesus chooses four fishermen.**
As Jesus was walking along the shore of Lake Galilee, he saw Simon and his brother Andrew. They were fishermen and were casting their nets into the lake. Jesus said to them, "Come with me! I will teach you how to bring in people instead of fish." Right then the two brothers dropped their nets and went with him. Jesus walked on and soon saw James and John, the sons of Zebedee. They were in a boat, mending their nets. At once Jesus asked them to come with him. They left their father in the boat with the hired workers and went with him.

Lk 10:25-28  **Love your neighbour as yourself.**
An expert in the Law of Moses stood up and asked Jesus a question to see what he would say. "Teacher," he asked, "what must I do to have eternal life?"
Jesus answered, "What is written in the Scriptures? How do you understand them?"
The man replied, "The Scriptures say, 'Love the Lord your God with all your heart, soul, strength, and mind.' They also say, 'Love your neighbours as much as you love yourself.'"
student’s life. Discuss similarities and differences.

• List what Mary, Joseph, Jesus might have done to get ready for the Passover/family gathering, etc. “Expressions: Book 2. (Ryan, Maurice)

• Students draw a typical day in their lives - morning, afternoon, evening. Then with teachers’ assistance, students work in small groups to illustrate a day in Jesus’ childhood. Discuss the differences.

Outcome 3  Students identify ways that they can live a life of love.

• Each child identifies behaviours at home, at school and in the classroom which show how they can live a life of love.

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

Suggested Teaching & Learning Experiences

Focusing Activity:

Prepare a tasting table of Judaic foods: unleavened bread, dates, cottage cheese, honey and melon (other foods as available), for student sampling. Invite children to suggest why you have prepared this food? Where do they think it comes from? Add these to word bank.

• Using illustrated Gospel stories illustrate ways that Jesus showed us how to love. Identify the ways that we show people how we love them.

• Create Palestinian houses using clay/mud.

• Class Mass or Liturgy of the Word based on the theme ‘Love one another’ using Lk 10:25-28

• Simple Diary Entries: for Mary, Joseph, Jesus. Morning, afternoon, night-time – can be written, drawn or scribed by adult.

• Holy Family Photo Album: Class develops a “photo album” of Jesus’ life – using drawings, photographs of models etc. to represent the significant and possible events of Jesus’ early years.

• Introduce/learn the ‘Our Father’ as a prayer that Jesus gave us.

• Curtains Up, Curtains Down; A group of students create series of frozen statue images related to a story or event (Lk 2: 41-51). Students in audience close eyes (curtains down) as players get into position. When it’s time for curtains up audience opens eyes and a narrator can tell story of the scenes before them.

• Jesus was truly a human child who grew up in Nazareth. Complete a Lotus Chart (refer to icon in Planning Tool) to expand the understanding that ‘Jesus was a Child just like Us’ e.g. work, play, eat, learn, family, clothing, housing, friends. Each child to present artwork on specific area.

• Play games that Jesus would have played. “Expressions Book 2” p.2 eg. Hopscotch, marbles, mill

• Mk 1:16-20 To PREPARE TO HEAR the Word – investigate the concepts of ‘following’ and ‘discipleship’. Explore setting, location and time.

• Mk 1:16-20 To ENCOUNTER the Word after reading the text from the Bible, students use Godly Play materials to tell the story

• Mk 1:16-20 To ENCOUNTER the Word after reading the text from the Bible, students dramatise the story

• Mk 1:16-20 To RESPOND to the Word – sing the song ‘In the footsteps of Jesus’. Chinn, Andrew. On Many Roads One Journey. [CD]

• Lk 2:41-51 PREPARE TO HEAR the Word - Look on the map, find Nazareth and Jerusalem. Jesus was a Jew and all Jewish people tried to visit the Temple at Passover.

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

• Lk 2:41-51 RESPOND to the Word - On a cut out of student's hand write five feelings that Mum and Dad would have if they lost you for three days.
• Using the 5Ws as a prompt, brainstorm what they currently know about Jesus. Record on graffiti wall & add information throughout unit.

• Explore the website www.nazarethvillage.com and discuss the life and times of Jesus, taking particular notice of the construction of buildings.

• Make a large poster of Jesus and record different facts about his life.

• Think, Pair, Share about own family food traditions, eg. fish & chips on Friday night, roast on Sunday etc

• Procedural text- menu of favourite meals.

• Students discuss the similarities and differences between what they have in their lunch box and what Jesus would have eaten.

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**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](http://www.ceoballarat.catholic.edu.au) and follow links to Resource Centre.