Level: 2
Title: BIBLE STORIES ABOUT JESUS
Strand: SCRIPTURE:
Word of God, alive and active, Foundational Story of Christianity
Suggested Duration: 4-5 weeks

Unit Focus
In this unit the students will share some Bible stories about Jesus and be presented with Jesus as one who shows us how we are to live.

Level Outcome
By the end of Level 2 children should be able to:

Recall and reflect on familiar scriptural material.

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

1. Recognise that everyone has a life story.
2. Recall stories of Jesus and his life.
3. Explain how we can show the love of Jesus to others.
4. Appreciate the value of the Gospels, which tell us about Jesus.

<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 shows us the way God wants us to live.</td>
<td>1716</td>
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<tr>
<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>3. Other New Testament stories also tell us about the Disciples of Jesus</td>
<td>124</td>
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Key Understandings for Students
- The Gospels contain stories about Jesus as well as stories that Jesus told.
- The Gospel stories show that Jesus loves and cares for everyone.
- The New Testament helps us to know and love Jesus.
- Jesus is our model and teacher. He can guide us in making good choices and decisions.
Curriculum Links - VELS

Victorian Essential Learning Standards

The unit *Bible Stories about Jesus* can be used to assess a range of VELS. The table below gives examples of how Level 2 standards could be assessed.

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<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</td>
<td>Interpersonal Development</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>Working in Teams</td>
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<td>Interdisciplinary Learning</td>
<td>Information and Communications Technology</td>
<td>ICT for Visualising Thinking/ICT for Creating</td>
<td>“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.”</td>
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<table>
<thead>
<tr>
<th>Curriculum Framework Context</th>
<th>Level 1</th>
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<tr>
<td>Student Context</td>
<td>Why do we Celebrate Christmas?</td>
<td>Bible stories about Jesus</td>
<td>God’s Holy Word</td>
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<tr>
<td>Theological Background for Teachers</td>
<td>This unit provides a good opportunity for teachers to explore a variety of scripture passages from the Old and New Testaments with their students.</td>
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<td>The Bible is a collection of 73 books, written by numerous authors who were inspired by God.</td>
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<td>The first and longest part of the Bible is commonly called the Old Testament by Christians. The Old Testament reveals how humanity came to know the one true God. It was composed over many hundreds of years while the Hebrews, the chosen people of Yahweh, awaited the coming of a messiah and saviour promised by God.</td>
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<td></td>
<td>There are 46 books in the Old Testament.</td>
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<td>The second major part of the Bible is called the New Testament. The books of the New Testament centre on the life, death and resurrection of Jesus of Nazareth and on the early community of his followers whose mission was to preach and spread Jesus’ good news of salvation to all humanity.</td>
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<td>The New Testament is composed of 27 books.</td>
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• Catholics believe the Bible is the word of God, inspired by the Holy Spirit. It is God who communicates in the Bible but always through the limitations of a culturally situated human being. The writers communicated the truth using their own powers and abilities, their cultural limitations and at times their narrow images of God. God entrusted the communication of truth to human beings who expressed that truth in their own way, using the tools and concepts available to them at the time.

• We cannot look to the Bible for scientific explanations or historical accounts that are accurate and factual in all respects, instead the Bible gives us religious truth, the inner truth of God.

• The Catholic insight into interpreting the Bible is that we can find religious truth by first of all understanding what the writer of any given passage intended to communicate. Who was the audience? What problems or concerns of the community influenced what was written or edited into the passage? What literary form was the passage written in? For a rich, full understanding of the Bible, guidance is necessary.

• Approaches such as Source Criticism, Historical Criticism, Form Criticism and Redaction Criticism are used as contemporary methods of biblical interpretation. A text can be analysed for any materials within it that are not original, but that the author incorporated from other sources (source criticism). The literary forms employed in a text can be analysed (form criticism). The manner in which authors edit or 'redact' the materials at their disposal can be examined to indicate what their interests and convictions were (redaction criticism). A text can also be viewed in the light of texts and other information available from the same time and place, in order to see it in its historical context (historical criticism).


**Scripture**

**Teacher Reference (NRSV)**

Eph 4:30-5:2
And do not grieve the Holy Spirit of God, with which you were marked with a seal for the day of redemption. Put away from you all bitterness and wrath and anger and wrangling and slander, together with all malice, and be kind to one another, tenderhearted, forgiving one another, as God in Christ has forgiven you. Therefore be imitators of God, as beloved children, and live in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.

**Student Reference (CEV)**

**Mk 10:13-16 Jesus Blesses Little Children**
Some people brought their children to Jesus so that he could bless them by placing his hands on them. But his disciples told the people to stop bothering him. When Jesus saw this, he became angry and said, “Let the children come to me! Don’t try to stop them. People who are like these little children belong to the kingdom of God. I promise you that you cannot get into God’s kingdom, unless you accept it the way a child does.” Then Jesus took the children in his arms and blessed them by placing his hands on them.

**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.

**Mk 9:33-35 Who is the Greatest?**
Jesus and his disciples went to his home in Capernaum. After they were inside the house, Jesus
asked them, “What were you arguing about along the way?” They had been arguing about which one of them was the greatest, and so they did not answer. After Jesus sat down and told the twelve disciples to gather around him, he said, "If you want the place of honour, you must become a slave and serve others!"

**Jn 13:4-15 Jesus washes the feet of the disciples**
So during the meal Jesus got up, removed his outer garment, and wrapped a towel around his waist. He put some water into a large bowl. Then he began washing his disciples’ feet and drying them with the towel he was wearing. But when he came to Simon Peter, that disciple asked, “Lord, are you going to wash my feet?” Jesus answered, “You don't really know what I am doing, but later you will understand.” "You will never wash my feet!” Peter replied. If I don't wash you,” Jesus told him, "you don't really belong to me.” Peter said, "Lord, don't wash just my feet. Wash my hands and my head." Jesus answered, "People who have bathed and are clean all over need to wash just their feet. And you, my disciples, are clean, except for one of you.” Jesus knew who would betray him. That is why he said, "except for one of you.” After Jesus had washed his disciples’ feet and had put his outer garment back on, he sat down again. Then he said: Do you understand what I have done? You call me your teacher and Lord, and you should, because that is who I am. And if your Lord and teacher has washed your feet, you should do the same for each other. I have set the example, and you should do for each other exactly what I have done for you.

**Suggested Assessment Tasks**

**Assessment tasks for this unit may included**

**Outcome 1** Recognise that everyone has a life story.
- Create a timeline of their life to date.

**Outcome 2** Recall stories of Jesus and his life.
- From the scripture stories that have been discussed ask students to choose a favourite story about Jesus. Create a cartoon strip about the story and describe it to a friend.

**Outcome 3** Explain how we can show the love of Jesus to others.
- On a piece of paper with four squares children write and illustrate ways that they can show the love of Jesus to others.

**Outcome 4** Appreciate the value of the Gospels, which tell us about Jesus.
- Build up a class display “What the Gospels tell us about Jesus”. Children complete the statement Jesus taught us…………….

**N.B** Outcomes 1, 2 and 3 lend themselves to reporting in the dimension of Knowledge and Understanding.

**Suggested Teaching & Learning Experiences**

**Focusing Activity**

Students complete a timeline of significant events in their lives so far e.g. birthdays, holidays, Baptism

- Using cardboard templates the students make puppets dressed in Judaic clothing and re-enact stories from the Gospel using the puppet characters.
- A story map *(refer to icon in Planning Tool)* showing visual elements of characters in the story. As the teacher reads the story students map out the responses of the characters within the story.
- As a whole class write Jesus’ diary, for example, ‘What a day! I had lots of people come to talk to me. Lots of mothers brought their children to me, so I welcomed them.’
- Students mime part of one of the suggested New Testament stories.
- Visual retrieval chart on a New Testament story using the five questions:

- Students produce a visual representation of Jesus as a person. As they are completed they could be placed in a special place on display in the classroom. Students add a caption to their visual representation, for example, ‘Jesus cared for children’.

- Teacher provides boxes with the names of a story on each. Children draw / construct or bring along symbols for each story and place them into the correct box.

- Using Godly Play materials tell the story of the ‘Calling of the Disciples’ Mark 1:16-20

- Using Liquid pictures from “Just Imagine 4” (Wintour, Rina) to encounter the scripture with the students

- Mk 9:33-35 To PREPARE TO HEAR the Word - locate story in the Bible – New Testament, Gospel of Mark. We hear about stories of Jesus in the Gospels. Discuss the many ways that a person can be great

- Mk 9:33-35 To ENCOUNTER the Word read the text from the Bible

- Mk 9:33-35 To RESPOND to the Word – students identify what Jesus would see in them that was great, students complete sentence starter…Jesus said, “(NAME) you are great when you…….”

**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.