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| **Stands** | The Story of the Church; Philosophy of Religion; The Bible and Christian Belief | | | |
| **Stage of Development** | Lower Secondary (Years 7-9) | **Revised** April 2020 | | **Review** 2023 |
| **Aim** | This unit considers what happened to Jesus and his disciples after Jesus’ death. It considers Jesus’ resurrection, ascension, Pentecost and the work of early church. It asks students to engage with key Biblical texts that record this period. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Christians believe that Jesus rose from the dead and then ascended to heaven * The resurrection, ascension and events of Pentecost transformed the disciples * The Early Church was known for its commitment to Christ’s teaching and love for others | | **Religious Studies Skills**   * Critical thinking * Concept cracking | |
| **Resources** | www.biblegateway.com | | This website allows you to look up passages from the Bible in multiple translations. | | |
|  | www.bible.com | | This website has videos of the Gospel stories. The Lumo videos are used during this unit. | | |

| **Lesson** | | **Key Questions** | **Time Activity Ideas** | | **Resources** |
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| **1** | The Resurrection | What happens after Jesus’ death on the cross?  What is the resurrection?  What are some different understandings of the resurrection and its implications? | 5min  5min  10min  25min | Share: Ask the students to share their favourite movie sequel. Discuss what makes a good sequel. How important is it to watch the first movie to understand the sequel? Explain that in this unit we are looking at the sequel to Jesus’ death.  Brainstorm: Ask the students what they already know about the events after Jesus’ death.  Watch: Luke 24:1-53 on Bible.com (9 min) (<https://www.bible.com/videos/3280/series>) . Ask for volunteers to recount what happened in this chapter.  Worksheet: The Risen Jesus. This sheet examines some of the claims made about the resurrection.  Extension: Can a Scientist believe in the Resurrection?  <https://www.abc.net.au/religion/eliminating-the-impossible-can-a-scientist-believe-the-resurrect/10099300> | Lumo Project video of Luke 24 from Bible.com  Worksheet: The Resurrection |
| **2** | Jesus on Earth: The Sequel | What did Jesus do between his resurrection and ascension? | 5min  10min  10min  10min  10min | Share: If you knew you only had one day (or a couple of days) left on Earth what would you do? Explain that in today’s lesson we will be looking at what Jesus did between his resurrection and ascension.  Watch: Luke 24:1-53 (again) on Bible.com (9 min) (<https://www.bible.com/videos/3280/series>) . Ask for volunteers to recount what happened in this chapter.  Worksheet: Walking with the Resurrected Jesus. Break the students into small groups and ask them to use Luke 24:1-53 to draw a timeline of the events in Luke between Jesus’ resurrection and ascension.  Activity: Pretend that you are a newspaper journalist. You have been asked to interview one of the disciples walking along the road to Emmaus with Jesus. Write a list of the questions you would ask the disciple.  Activity: Ask for two volunteers to pretend to be the disciples walking along the road with Jesus. Sit the volunteers in the middle of a circle or out the front and get the other students in the class to ask the two disciples their questions from the previous activity. The two disciples should answer the questions in character as best they can based on the text. | Lumo Project video of Luke 24 from Bible.com  Worksheet: Walking with the resurrected Jesus. |
| 3 | The Ascension | What is the ascension?  How should we respond when we hear something beyond our comprehension? | 10min  5min  10min  15min | Activity: Play Hangman with the word ‘ascension’. Ask students if they know what ascension means. Use Google to develop a class definition.  Share: Ask the students to share something they don’t understand e.g. why the sky is Blue, a topic in Maths etc. Explain that there are lots of things that human beings don’t yet understand. You might like to give them some examples e.g. why turbulence happens. In Luke 24:51 we read “While he (Jesus) was blessing them, he left them and was taken up to heaven”. The text does not tell us how this happened.  Discussion: if we can’t explain something does that mean it’s not true?  Worksheet: The Ascension. Acts 1:1-10. Ask the students to imagine they are Theophilus and get them to answer the questions about the passage [NB: the book of Acts is addressed to Theophilus (Acts 1:1)]. | Whiteboard marker and whiteboard  Worksheet: The Ascension  Bible or BibleGateway.com |
| **4** | Pentecost | What is Pentecost?  What is the Holy Spirit like?  Why is Pentecost significant for Christians? | 5 min  20min  20min | Activity: Blow some bubbles in the classroom or outside. Ask the students what makes the bubbles move? Can they see the wind? Explain that the Holy Spirit is a bit like the wind. We can see the impact of the Holy Spirit, but we can’t see the Holy Spirit.  Worksheet: Pentecost. Read Acts 2 from a Bible or BibleGateway.com. Ask the students to draw a picture based on the reading above each of the sentences in the worksheet.  Activity: Ask the students to write a job description for the Holy Spirit based on Acts 2. | Bubble mixture and blower  Bible or BibleGateway.com  Worksheet: Pentecost |
| **5** | The Apostles | What is an Apostle?  What was the life of an Apostle like? | 5min  5min  10min  15min  10min | Brainstorm: Movies where the characters or a character must go on a mission. What does the character have to achieve in their mission in each movie?  Revise: Ask for some volunteers to share their timeline of Acts 2 from last lesson. Revise the events after Pentecost.  Read: Matthew 28:16-20. Ask the students the following questions.   * What happens in these verses? * Where do you think the word Apostle came from? * What mission does Jesus give to the Disciples?   Activity: Ask for some student volunteers to play the different characters in Acts 6. Including Stephen, High Priest, Crowd, 2 x officials in the Sanhedrin, false witnesses, people throwing stones, Saul (Paul). Read Acts 6:8-8:1 while your volunteers role-play the story in front of the class. At the end of the role-play ask the students to reflect on what their character was thinking or feeling during the events recorded in these verses.  Brainstorm: Ideas why the Apostles took the message of Jesus to the nations even through it was dangerous and many of them were killed. | Bible or BibleGateway  Props for the role play (optional) |
| **6** | The Early Church | When did the Church Start?  What was the early Church like? | 5min  5min  15min  20min | Brainstorm: all the things that have changed since the students first started at your school. Discuss what causes things to change. Explain that we have already seen some big changes in this unit e.g. the disciples changed from being so scared and afraid that they locked themselves in a small room to being bold and sharing their faith with the nations. In today’s lesson we see believers transform into the Church.  Activity: Ask students to imagine they were on a plane and it crashed on a deserted island. They survived but are now stuck on this island with the rest of the class. What rules would they make for the island community? Why? How would they like people on the Island to treat each other?  Worksheet: The Early Church. Ask the students to draw a mindmap with ‘early church’ at the centre. Ask the students to read Acts 2:42-47 and record all the things they learn about the early church from these verses. Ask the students if they would have liked to belong to the early church. Why or why not?  Activity: Give students some time to check out some of the clips from the movie ‘For the Love of God’ (<https://www.publicchristianity.org/youth/?_sf_s=church>). Discuss how the Church at different points in history has compared to the picture of the early church in Acts. Discuss where the Church has and hasn’t reflected Acts 2 in history? | Worksheet: The Early Church  Background reading on the Early church (<http://request.org.uk/people/history/history-of-the-early-church/>)  Clips from the documentary “For the Love of God” |
| **7** | Critical Thinking | Are the book of Luke and Acts accurate historical accounts of the events after Jesus’ death? | 5min  15min  10min  10min  Ext/5min | Activity: Ask students to share what questions they still have about the events after Jesus’ death.  Worksheet: Some Rules for Arguments  Research: Ask the students to research the arguments against Jesus’ resurrection and report back to the class.  Research: Ask the students to research the arguments made in favour of the resurrection and report back to the class.  Reflection: Ask the students to write a short reflection on the unit. You could ask them to consider some of the questions below. What have they learnt? What do they still have questions about? How would they act if they believed the resurrection was true? How would they act if they believed the resurrection was false? What does the festival of Pentecost mean to them? | Worksheet: Some Rules for Arguments  Internet |
| **8** | Christian Rituals in the Early Church | What are rituals?  What are some of the rituals we see emerge in the Early Church?  What do these rituals mean to Christian’s today? | 5min  10min  10min  5min  15min | Brainstorm: ask the students to brainstorm all the groups they are a part of. Discuss what behaviours or traditions are unique to some of these groups.  Watch: ASC video on Christian Rituals (3:04min). Discuss what Christian rituals the students can find in Acts 2. This passage was considered in lesson 4 and 6. Acts 2:41 = Baptism, Acts 2: 46 hints at the Lord’s Supper or Communion.  Watch: The video on why people get baptised. <http://request.org.uk/life/rites-of-passage/believers-baptism/> (2:08min). Ask students to summarise some of the reasons for baptism provided in the video.  Share: Ask the students to share what they do to remember and celebrate their birthday. Explain that the Eucharist is a way Christians remember the Last Supper (the meal Jesus had with his friends before he was crucified).  Explain: Ask your school chaplain to come to class and explain the Eucharist to students. If you have time, they could lead students in a service OR the reflection from the previous lesson could be completed here. | ASC video on Christian Rituals  Bible or Bible Gateway  Video on Baptism from REquest website. |