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| **Strands** | The Bible and Christian Belief; Christian Ethics and Ethical Theory; Meditation, Prayer and Worship. | | | |
| **Stage of Development** | Early Childhood (K-2) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | This unit looks at some of the Gospel stories and introduces students to the central figure of the Christian narrative-Jesus. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Jesus was born of Mary * Jesus is the Son of God * Jesus claimed to be God * The way Jesus’ life and actions are described in the Gospels and his impact on people in Biblical times | | **Religious Studies Skills and Virtues**   * Critical thinking * Concept cracking * Faith and Belief * Prayer | |
| **Resources** | The Jesus Storybook Bible, Sally Lloyd-Jones | | This Bible has beautiful illustrations and considerable effort has been put into developing each story so Children can understand the meaning. | | |
|  | The Beginner’s Bible, Candle Books | | This is a very simple Bible and is great for younger students. | | |
|  | Bible Gateway [www.biblegateway.com](http://www.biblegateway.com) | | This website allows you to look up Bible passages. It has different translations. You can change the translation to find translations that are more appropriate for Children and easier to understand e.g. Contemporary English Version. | | |
|  | RE:Quest <https://request.org.uk/> | | This website is from an agency of the Anglican Church in the UK. Great videos of key Bible stories. | | |

| **Lesson** | | **Key Questions** | **Time Activity Ideas** | | **Resources** |
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| **1** | Jesus is God’s son | Who is Jesus?  What do we learn about Jesus from the nativity story? | 10min  10min  10min  15min | Activity: Ask the students to draw a picture of their family and hold it up for everyone to see. Explain that families come in different shapes and sizes, but that Jesus is in an extra special family. He is God’s Son.  Activity: Have students sit in a circle. Ask each: if you could transform into any (non-imaginary) animal for a day, which would it be? Explain that just like you wanted to transform into an animal, Christians believe that Jesus is God come to us as a man.  Read: The story of the nativity from a Children’s Bible (Luke 1-2). Explain that in the story we learn Jesus is God’s Son sent to rescue the world (Jesus means rescuer, Christ the ‘anointed one’) and that he was born of a human mother, Mary). Discuss what makes the students’ relationships with their parents special (care, love, know them well, time, etc) and compare this to Jesus’ relationship with God.  Chat Stations: the printouts contain images of different aspects/scenes of the nativity story. Place the students in small groups and give a different print out to each group. Ask the students to discuss what is happening in their picture. Ask each group to report back to the class (make sure the pictures are in order) – hopefully this will result in a re-telling of the nativity story. | Children’s Bible  Printouts for Chat stations |
| **2** | Jesus is a teacher | What does Jesus teach?  What do we learn about God from Jesus’ teaching? | 5min  10min  15min  15min | Discussion: ask the students to pretend that they are the teacher for the day. Ask the students to share one thing they would do if they were a teacher. Explain to the students that Jesus was a teacher who taught people about God with his words and his actions.  Read or watch: The Sermon on the Mount from a Children’s Bible (Matthew 5-6). Discuss what we learn about God from Jesus’ teaching.  Activity: the students into small groups and read Matthew 5:43-45 (CEV) to the class. Discuss as a class what this verse means (We are to love our enemies like God loves all people). Ask the students to discuss what the teaching means in their groups and come up with examples of what living out this verse might look like at school e.g. letting another student join your game of handball even if they did not let you join their game earlier in the week. Discuss as a class group to check student’s understandings and explain each teaching in more detail as required.  Role play: Split the students into small groups and ask them to act out one example. | Children’s Bible  Sermon on the Mount [YouTube Clip](https://www.youtube.com/watch?v=Ze7w3-BL3OM) |
| 3 | Jesus looks after people | What are some of the ways Jesus looks after people? | 10min  10 min  10min  15min | Brainstorm: Ask the students what they would do if they were told that they had to get food for over 5000 people. Explain that in the story today Jesus asked his disciples to do just that. But Jesus didn’t tell them until after they had walked to a hillside in the middle of nowhere.  Read: The feeding of the 5000 from a Children’s Bible (Matthew 14, Mark 6, Luke 9). Discuss: How did Jesus do that? Why did Jesus do that?  Is there anywhere else in the Bible when Jesus “feeds” his disciples? [on the night before he died for example]  Props Bag: Place a bag of props related to the story in the middle of the room e.g. bread, toy fish, plate, toy people, drink bottle, hat, shoes. Ask the students to decide how the story could connect with each of the props. Some should be obvious, some more obscure. Ask the students to select the three props that connect best.  Prayer Activity: Sit the students in a circle. Discuss how Jesus looks after people’s physical and spiritual needs in the story. Go around the circle and each student has to finish this sentence: ‘Thank you God for….’ Students complete it by saying something e.g. ‘friends’, ‘family’, ‘my eyes’, ‘my hands’, ‘my mind’, They cannot say something that has been said before. Keep going until you run out of things to say or time runs short. | Children’s Bible  (teacher reading on the miracles of Jesus <https://www.publicchristianity.org/search/?_sf_s=miracles>)  Props related to the story e.g. toy food, people, hat, drink bottle etc |
| **4** | Jesus loves Children | Does Jesus love children?  How much does Jesus love people? | 20min  10min  15min | Activity: Take the class outside to a hard surface. Use chalk to trace around them and get them to decorate their outline. Ask the students if people who walk past later will know if the outlines are of children or adults. Ask the children to identify some of the differences between children and adults. Ask the students to pretend the Prime Minister is coming to the school. Ask them who they think will get to spend the most time with the PM? Help the students to see that often children are not seen as very important.  Read: Jesus loves the little children from a Children’s Bible (Matthew 19:13-15, Mark 10:13-16, Luke 18:15-17). Explain to the students that Jesus loves little children. Read 1 John 3:1 (ERV) “The Father has loved us so much! This shows how much he loved us: We are called children of God. And we really are his children.”  Activity: form students into a seated circle. Give each student a pile of 5 picture cards. In turn, each student is to stand up and place the thing they love best in their pile in the center of the circle.  Explain that these are the things we like and enjoy. But most of us will love our parents, our brother or sister even more than any of these things. Christians believe that God loves us even more than that. | Chalk  Children’s Bible  Around 100 picture cards (doubles are fine). These are images source from google, of things they may like: e.g. cricket bat, ice-cream, friends, birthday parties, cars, computer games, movies etc. |
| **5** | Jesus brings healing | Who is Jesus?  How does Jesus heal people?  Why does Jesus heal people? | 5min  5min  20min  5min  10min | Brainstorm: have the students ever been somewhere really crowded to see something amazing e.g. football stadium, Christmas lights in the city. Explain that in today’s story it was very crowded. Lots of people wanted to see Jesus.  Activity: Explain that students must obey the instructions carefully for this activity. Choose one student to stand aside from the group. The rest of the group has to simulate a crowd by putting their arms at their sides and pressing in close to each other. Then instruct the solo student to walk through the crowd.  Explain: the next story contains a big crowd like this.  Read: The healing of a paralyzed man from a Children’s Bible (Matthew 9:1-8, Mark 2:1-12, Luke 5:17-26) and watch <https://www.youtube.com/watch?v=0LqHYkGU4Zg> (Jesus Heals a Paralytic from max7.com). Discuss how did Jesus do that? (Jesus is God) Why did Jesus do that? (Because Jesus loved the man and wanted to help him, to show people he was God) What does this story tell us about what God did when he was here with us as Jesus?  Draw a picture of the paralysed man on the board with a thought bubble. Ask students what they think the paralyzed man was thinking at different points in this story.  Recap: Ask the students to write (or draw) a brief description of what the Bible tells us about Jesus from the lessons so far for someone who has never heard about Jesus before. | Children’s Bible |
| **6** | Jesus is God | Who is Jesus?  What does Jesus have power over? | 20min  20min  5min | Activity: Break the students into groups to make some props for the story. Ask groups of students to make: lightening, clouds, moon, a boat, waves/water.  Read: Jesus calms the storm from a children’s Bible (Matthew 8:23-27). Use the props the students have made to tell the story. You could also get the students to make the sound of wind when appropriate. Discuss with the students what we learn about Jesus from the story (Jesus is God. Jesus can control the wind and the waves). After you have told the story you could ask for volunteers to have a go at narrating the story, so it is retold several times.  Brainstorm: Ask students who the most powerful superhero is and why. Explain that Jesus is more powerful than any superhero. Jesus is God. | Coloured paper and craft supplies.  Children’s Bible |
| **7** | Jesus brings new life | Who is Jesus?  How does Jesus show us that he brings new life? | 10min  15min  10min  10min | Activity: Activity: take students outside and gather around a eucalypt tree. Play an opposites game e.g. the students think of as many opposites as they can e.g. happy/sad, cold/hot, windy/calm, rich/poor, dead/alive. Then point to the tree. Ask students: ‘If I burned this tree down, what would happen to it?’ – at some point it would resprout. We think it should die, but these trees don’t die: they come back to life. Explain that after Jesus death he does the opposite to what we think will happen. He comes to life. This is what Christians call the resurrection.  Read: The story of the cross and resurrection from a Children’s Bible (Matthew 26-28, Mark 14-16, Luke 22-24, John 18-20). Discuss what happens in the story and why it is so amazing for Christians, particularly the offer of new life for those that believe.  Illustrate: bring some items into the classroom that are living and some that are non-living e.g. plants, book. Ask the students to place the items into two categories: living and non-living. Discuss the difference between the two categories. Explain that in the resurrection story we hear Jesus was dead but came back to life.  Activity: Sausage game. Divide the class into two groups, Group A and Group B. Have Group A form a single file line, and Group B form a single file line. One person from Group A and Group B will walk toward the centre. “A” will face “B” and ask him/her a question. No matter the question, “B” must keep a straight face and answer “sausage”. Then they will exit, and a new pair will take the stage. Any student who laughs is out and must sit down.  Explain: Jesus’ friends were sad at his death, but once they saw Jesus and heard about his resurrection, they were happy (laughing). | Children’s Bible |
| **8** | Jesus is the King | What is Jesus like?  What is Jesus’ new kingdom like?  Where is Jesus now? | 25min  10min  10min | Activity: Ask the students to design their ideal house or room. Discuss what they would like to have in it and why. Read John 14:1-3 to the students and explain that Jesus was talking to his disciples before his death and telling them about his house in heaven with God.  Explain: that after Jesus rose from the dead Christians believe Jesus went to heaven to live with God. Christians believe that Jesus’ death on the cross means death is not the end. Believers look forward to eternal life with God where there is no more suffering, crying or pain.  Read: The story of Jesus ascending to Heaven or a summary of Revelation in a Children’s Bible. Explain that Christian’s believe Jesus is king of God’s eternal kingdom.  Worksheet: Unit Summary -Who is Jesus? | Paper, pencils  Children’s Bible  Worksheet: Unit Summary |