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| **Strands** | The Bible and Christian Belief; Philosophy of Religion; Mediation, Prayer and Worship | | | |
| **Stage of Development** | Primary (Years 3-6) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | This unit seeks to increase students’ understanding of who Jesus is and what he was like by looking at Jesus’ interactions with different people as recorded in the Gospel of Mark. It will require students to unpack the philosophical question of who God is and what he is like. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * The people Jesus met during his ministry * Who Jesus is and what he is like * An awareness of what the miracles in the Gospel of Mark tell us about God | | **Religious Studies Skills & Virtues**   * Critical thinking * Prayer | |
| **Resources** | [www.bible.com/videos/3080-mark-the-bible-project](http://www.bible.com/videos/3080-mark-the-bible-project) | | This gives you a basic outline of the Gospel of Mark. All the lessons in this unit are taken from the gospel of Mark. Teacher resource. | | |
| [www.bible.com](http://www.bible.com) | | This website has videos of each of the passages from Mark. | | |
|  | *Searching for Meaning* (2008) by Paula Gooder | | Considers approaches for interpreting the New Testament. Gooder’s suggested framework ‘behind the text’, ‘within the text’ and ‘in front of the text’ is an approach adopted in this unit. | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **0** | Reading sacred texts  \*\*\*This lesson first appears in the Early Childhood Unit ‘Waiting for the Saviour’\*\*\* | What are some strategies can we use to help us study the Bible? | 5min  10min  10min  10min  10min | PowerPoint: Show the students a picture that can be seen in multiple ways. Ask the students what they see. If people, see different things (e.g. young women and an old women) ask if what both students see is true or really there? Talk about the different techniques we can use to ensure we interpret the picture well e.g. looking carefully, listening to others’ ideas about the picture etc  Explain: That we will be asking three big questions about the stories/texts we look at.   1. **What do we know about the author?** 2. **What happens in the story?** 3. **What does the story mean?**   The first question we will ask is ‘what do we know about the author?’ This means asking questions about the story like:   1. Who is the author of the story? 2. What do we know about the author of the story? 3. When was the story written? 4. Who was the story first told to? /who was the story written for?   Activity: Pick an appropriate article e.g. an article from your school magazine and see if you can answer these questions using the article.  Explain: The second question we will ask is ‘what happens in the story?’ This means asking questions about the story like:   1. What characters are involved in the story? 2. What happens in the story? 3. Is there anything in the story I don’t understand?   Activity: try and answer the questions for the article you looked at in the activity above.  Explain: The third question we will ask is ‘what does the story mean?’ This means asking questions about the story like:   1. What do I think someone who believed in God would think about this story? 2. What do I think my friends and family would think of this story? 3. What do I think of this story? 4. How could this story change the way someone thought about this topic?   Activity: Ask groups of students to take on different personas. For example, an old man, a young mum, a small child, an Aboriginal Australian, a Chinese immigrant, a wealthy businesswoman and ask them what they think their persona would think about the article you discussed above.  Extension: Give out the bookmarks and ask students to decorate them. | PowerPoint: What can you see?  Teacher Resource. Brisbane Catholic Education demonstrates how this technique could be used for some Bible passages. <http://religioncurriculump-12.weebly.com/wot-prep-to-year-two.html>  Text to analyse e.g. newspaper or school magazine article.  Bookmark: with the questions listed |
| **1** | The man with Leprosy | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  Why did the man ask for Jesus to make him clean? What does this miracle tell us about Jesus? | 15min  10min  5min  15min | Activity: bring some dirt in a plastic tub into the classroom as well as another plastic tub with just water in it. Ask for a volunteer to mix some water into the dirt. Place some plastic toys into the mud and some into the bucket with the remaining water in it. Ask the students which toys are dirty and which toys are clean. Discuss the difference between clean and dirty. Explain that in today’s lesson people thought the man in the story was very dirty because he had germs on the sores growing on his body that other people feared catching. Just like the mud makes us dirty when we touch it.  Watch or read: Mark 1:40-45 where Jesus heals a man with leprosy. Ask the students to identity the man’s request and Jesus’ response. Ask the students what this miracle tells us about Jesus e.g. he can make people clean, he has power over sickness, he has compassion on those that society has made outcasts.  Ask some ‘what do we know about the author?’ questions. This means asking questions about the story like:   1. Who is the author of the story? 2. What do we know about the author of the story? 3. When was the story written? 4. Who was the story first told to? /who was the story written for?   Activity: Ask students to write any questions they have after reading this story on a piece of paper. Collect the pieces of paper. Break the students into small groups and allocate the questions to different groups. Ask the students to provide as many possible different answers as they can to the question they have been allocated. At the conclusion of the activity discuss how we determine what answer is the best answer. The students may have questions about Jesus’ ability to heal the man. Many Christian’s claim Jesus miracles were amazing works of power that act as signposts to God. This means that miracles are not acts that are impossible in our reality, but rather they are acts within our reality that only God has the power to do. You may want to watch the following video if the students have questions about miracles. Please ensure you review the video before your lesson to check the level is appropriate for your students. <https://www.publicchristianity.org/behind-the-life-of-jesus-can-it-be-rational-to-believe-in-miracles/?_sf_s=miracles+> | 2 x bowls, dirt, spoon to stir the mud pie, small plastic toys that can get wet and dirty.  Bible or Video: <https://www.bible.com/videos/3173-mark-1-16-45-from-lumoproject-dot-com> (4:05-5:09min)  Teacher resource <https://www.bible.com/videos/3080-mark-the-bible-project>  Small bits of paper.  You may wish to do some pre-reading on Jesus’ miracles. Go to the [www.publicchristianity.org](http://www.publicchristianity.org) and search miracles for some helpful videos and readings. This might help you direct the discussion.  You could also listen to the first 5 minutes of the podcast if you have questions about possible relationship between science and miracles in the Gospels <https://www.publicchristianity.org/life-and-faith-miracles-in-an-age-of-science/?_sf_s=miracles> |
| 2 | The Paralyzed Man | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  Why did Jesus tell the man his sins were forgiven? What does this miracle tell us about Jesus? | 15min  10min  5min  15min | Activity: Break the students into small groups and ask them to role play a situation where someone asks for forgiveness. Discuss who we seek forgiveness from (the person we have wronged) and what forgiveness means (the persons wrongdoing is no longer held against them).  Read or watch: Jesus healing the paralysed man (Mark 2:1-12). Discuss why Jesus tells the man his sins are forgiven before he tells him he has fixed his legs. Why does Jesus response show that he is claiming to be God? It seems the man has done nothing wrong towards Jesus that Jesus would need to forgive. By claiming the man needs Jesus’ forgiveness, Jesus is claiming that he is God. (Christians believe that all human beings are created in God’s image. However, this image has been damaged by sin.)  Ask some ‘what happens in the story?’ questions. This means asking questions about the story like:   1. What characters are involved in the story? 2. What happens in the story? 3. Is there anything in the story I don’t understand?   Worksheet: The Paralyzed Man (miracles are important to establishing who Jesus is. Miracles have been called ‘signposts to God’). | Video: <https://www.bible.com/videos/3174-mark-2-from-lumoproject-dot-com> (0:00-2:16min)  Worksheet: The Paralysed Man |
| 3 | Tax Collector | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  What does Jesus mean when he said he came to save the sick? | 5min  5min  10min  15min  10min | Activity: Develop a class list of the characteristics the students look for in a friend. Explain that in today’s lesson the students will look at a story about a group of people who were known for being bad friends, particularly because they stole money that did not belong to them a.k.a tax collector.  Key terminology: Describe to the students what taxes are. It may be helpful to list some of the things taxes provide e.g. roads, hospitals etc. The passage uses the word ‘sinners’ you may wish to explain that this word means people who are not living the way God wants them to. The passage also uses the words ‘teachers of the law’ or ‘Pharisees’ to mean the good/respected/religious people of the time.  Read or watch: Mark 2:13-17. Discuss why Jesus said he came to save the sick? Were there any sick people at the dinner? What does Jesus mean? (Jesus is saying he came to save the people that were not in right relationship with God). What does this passage tell us about who can be friends with Jesus/God? Everyone! As Christians, this story should influence how we approach God as well as how we treat others.  Hot seating: ask for volunteers to take on the role of different characters in the story e.g. Jesus, the tax collector, a person in the crowd. Each character has a turn sitting in the ‘hot seat’ in character while the rest of the class devises questions to ask the character based on his/her motivations, thoughts, behaviour etc  Activity: Spend some time focusing on a project (school based if possible) that helps people on the edge of society. Discuss why Christians believe these types of projects are important. For example, you could look at prison ministry or Anglicare’s ministry to homeless youth etc. You could show the Anglicare video available on the ASC webpage if you were completing this unit with older primary students. | Bible or video <https://www.bible.com/videos/3174-mark-2-from-lumoproject-dot-com> 2:35-3:50min.  Example of a Christian (preferably Anglican) project seeking to help people on the edge of society. |
| **4** | The Man with a Shrivelled Hand | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  What does Jesus mean when he said he came to do good? | 5min  10min  5min  10min  15min | Activity: Ask the students to move an object (e.g. pencil) across the classroom without using their hands. Discuss what it would be like to have no hands/only one hand. What would be hard? Explain that in today’s lesson Jesus meets a man with a shrivelled hand.  Read: Mark 3:1-6 and discuss what Jesus does in this passage (heals a man’s hand on the sabbath). You may need to explain to the students that the sabbath was a weekly day of rest in the Jewish calendar. Jesus implies that he came to save life and do good in this story (not just keep rules). How do we see Jesus do these two things in the gospels? (we see him heal, bring people back to life and ultimately die on the cross).  Ask some ‘what does the story mean?’ questions. This means asking questions about the story like:   1. What do I think someone who believed in God would think about this story? 2. What do I think my friends and family would think of this story? 3. What do I think of this story? 4. How could this story change the way someone thought about this topic?   Philosophical Discussion: the Pharisees (teachers of the law) in this passage though the laws about keeping the Sabbath were more important than doing the right thing. What things stop us from doing good? Is there anything that should stop us from saving another’s life/doing good? You may wish to get students to come up with several different answers to the second question and then ask students to pick the answer they think is the best (and justify why they think this). You could also ask the students to compare their answers to Jesus’ example in the gospels.  Activity: Print out the pictures depicting different scenarios and place them around the room at different stations. Ask the students to move around the stations in small groups and discuss what doing good could look like in each scenario. Ask the groups to report back to the class. | A small object.  Bible  Print outs: scenarios |
| **5** | Jairus’ daughter and sick woman | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  What does Jesus demonstrate when he heals the woman and Jairus’ daughter? | 10min  10min  15min  10min | Activity: Bring in a puzzle that is at an appropriate level for your class. Distribute the pieces to different students. Ask the class to work collectively to put the puzzle together OR show the students an object that is broken and ask the students to have a go at fixing the object. Explain that in today’s lesson we see Jesus start to put our world back together the way God intended it to be. A little bit like we put the pieces of a puzzle together to complete it.  Read: Mark 5:21-43. Discuss what happens in this story and what it shows us about Jesus and his ability to mend our broken world from death and sickness (i.e. bring people back to life after they are dead).  Ask the students to role play the story in small groups. Discuss the type of people Jesus helps as well as what Jesus demonstrates when he heals the woman and girl (he has power over sickness and death).  Worksheet: Ask the students to fill in the blank thought bubbles for the characters in the story. | Puzzle  Bible or Children’s Bible  Props  Worksheet: Jairus’ daughter and the sick woman |
| **6** | Deaf and Mute Man | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  What does Jesus demonstrate when he heals the man? | 10min  15min  10min  10min | Activity: Play a game of Charades (no talking). Discuss what it would be like to be deaf and/or mute. Discuss the things it would be hard to do if the students were deaf and mute.  Ask the students to design a crest or symbol that represents them. Remind the students that Jesus miracles are signposts that tell us about God.  Read or watch Mark 7:31-37. Discuss why it is significant that Jesus makes the deaf hear and the mute speak? What might this symbolise? (Jesus helps us hear God and praise God) How does this miracle act as a signpost of what God is like? (remembering Jesus allows us to know God as a human and teaches us what God is like). Discuss who Jesus came to help – the poor, deaf and mute man.  Ask some ‘what happens in the story?’ questions. This means asking questions about the story like:   1. What characters are involved in the story? 2. What happens in the story? 3. Is there anything in the story I don’t understand? | A list for Charades  <http://www.getcharadesideas.com/charades-for-kids/>  Paper, coloured pencils  Bible  Video of the passage <https://www.bible.com/videos/3182-mark-7-from-lumoproject-dot-com> (4:30-5:52min) |
| **7** | The Widow | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  What does Jesus demonstrate when he reflects on the widow’s offering? | 5min  10min  10min  20min | Activity: Tell the students a story about the class next door. Explain to the students that something (insert details here) happened and all their lunch boxes are now gone. Ask the students to bring their lunch boxes onto the desks and show you what they have that they would be willing to share with the class next door. You could complete a similar activity with students’ pencil cases if this is easier to organise.  Read or watch Mark 12:41-44. Discuss what we learn about Jesus from this passage (Jesus knows our hearts, Jesus values us using what we have for him, Jesus loves the humble).  Ask some ‘what does the story mean?’ questions. This means asking questions about the story like:   1. What do I think someone who believed in God would think about this story? 2. What do I think my friends and family would think of this story? 3. What do I think of this story? 4. How could this story change the way someone thought about this topic?   Worksheet: The Widow. This worksheet asks the students questions about the story. | Students lunch boxes  Bible or Video of the passage: <https://www.bible.com/videos/3192-mark-12-28-44-from-lumoproject-dot-com> (2:30-3:15min)  Worksheet: The Widow |
| **8** | The High Priest | Who did Jesus meet?  What does this relationship teach us about Jesus and the people he interacts with?  What does Jesus’ response to the High Priest tell us about him? | 10min  10min  10min  15min | Activity: Ask a couple of students to share what they would do if they were the class teacher for the day. Discuss what it means to have power and how we can use our power for the good of others or for evil (or our own selfish desires). Ask the students if they know any examples from around the world of leaders using their power for the good of others or evil?  Read or watch: Mark 14:43-65. Ask the students to describe the leaders and contrast this with Jesus. What do we learn about Jesus from this passage (Messiah, Son of Man, will sit at God’s right hand)?  Activity: Ask the student to write a list of all the things human kings and queens (rulers) can have power over. Read Daniel 7:13-14. This is a prophecy from the Old Testament about Jesus. Compare this description of Jesus to the picture of Jesus we see in Mark 14. How does Jesus rule compare to the rule of people with power (e.g. kings, Queens) on this earth? You may wish to consider the meaning of humility with the students and discuss if it is possible to be a humble leader.  Ask the students to spend some time reflecting in silence on what King Jesus is like. They may wish to colour or doddle on a piece of paper while they do this. You may wish to play some Christian worship or children’s music in the background while students reflect. | Bible or video of the passage: <https://www.bible.com/videos/3195-mark-14-32-65-from-lumoproject-dot-com> (1:38-5:22min)  Bible  Christian music (e.g. Colin Buchanan Boss of the Cross) |
| **9** | The Roman Solider | Who did Jesus meet?  What does the soldier’s reaction teach us about Jesus and the solider? | 10min  10min  10min  15min | Game: Students sit in a circle on the floor. The teacher starts by saying “I’m going to Golgotha (the place where Jesus dies on the cross) and I’m bringing cake’. Participants then try to guess the next letter of the word by saying, "I'm going to" ... " and I'm bringing" - something that starts with what they think is the next letter of the word. If they guess correctly, the leader(s) says, "Yes, you can come," but if they guess incorrectly, the leader says, "No, you can't come." As the correct letters are identified the teacher writes them on the board.  The word is ‘CENTURION’. A centurion is a Roman solider (normally in charge of about 100 men) and is the person we are looking at in today’s lesson. You could play a few practise rounds first using more familiar words and different places e.g. I’m going to a party and I’m bringing bananas…. (the word might be birthday).  Read Mark 15:16-41. Ask the students to look out for what the Centurion says about Jesus. (v39 he said, “Surely this man was the Son of God!”). Ask the students to look for clues in the story about why the Centurion might have said this even though Jesus died like a criminal on a cross? (Colossians 1:15-23 is a helpful teacher reference.)  Ask some ‘what happens in the story?’ questions. This means asking questions about the story like:   1. What characters are involved in the story? 2. What happens in the story? 3. Is there anything in the story I don’t understand?   Revise each lesson and discuss what evidence we have from the other people Jesus met, that might suggest the Centurion was right or wrong in his observation. You could put two columns on the board to do this. | Bible |
| **10** | Reflection | What do we learn about Jesus from the people he met? |  | Reflection: Ask the students to complete a written or drawn reflection on the unit. The reflection could focus on what they learnt during the unit and any questions they still have. |  |