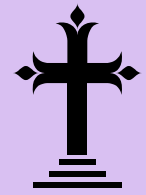
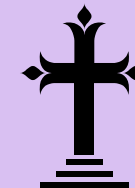


CHRISTIANITY KS 3 Unit 12: Jesus' life and ministry



<p>What this unit contains</p>	<p>In this unit pupils will investigate events in Jesus' life: birth, visits to the Temple for dedication (8 days) and Passover (12 years), baptism, wilderness temptations and His relationship with people in the community, His death, resurrection appearances and Ascension. They will consider Jesus' Divine and human nature.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge introduced across the Primary phase and further develops pupils' understanding of Jesus' Divinity and Humanity and fulfilment of Jewish prophecies of the Messiah from Unit 9.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider how belief in Jesus as a sacrifice influences the beliefs of Christians about life and death. ➤ Investigate viewpoints on the possibility of miracles happening today. ➤ Investigate Jewish Messianic beliefs and compare Messianic expectations with Jesus' life. 		
<p>Vocabulary</p> <p>Messiah Jesus prophecy</p> <p>humanity divinity fulfilment</p> <p>Temple symbolism Baptism</p> <p>Dedication Passover Jerusalem</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Concept of incarnation and the involvement of God in the world ➤ Being an outcast in society or belonging 		

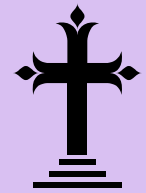
CHRISTIANITY KS 3 Unit 12: Jesus' life and ministry



Unit 12 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the chronology of Jesus' life story; ➤ know that Jesus was born and brought up as a Jew; ➤ know that Jesus' birth was acknowledged by some as more than that of an ordinary boy. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Explain that during this unit pupils will find out more about Jesus' life and look for evidence of His humanity, His divinity and the purpose for which Christians believe He was sent. Ensure pupils are clear about what humanity and divinity mean in relation to Jesus' identity.</p> <p>In a whole class brainstorming session, recall and place in chronological order existing knowledge about Jesus. Make individual record when order is agreed.</p> <p>Hand out copies of Luke's account of Jesus' naming, circumcision and Mary's purification visit to the Temple. Discuss this as evidence of Jesus' religious background as a Jew.</p> <p>Hand out the unit worksheet, discuss the example entry and how this expands work done in a similar way in Unit 9. In groups decide what might be entered for the Temple visit event. Feed back and agree. Complete answers on individual worksheet. (5 minutes)</p> <p>Explore Simeon's revelation and consider who he said Jesus was and the evidence from Simeon of why Jesus had been sent.</p> <p>Hand out the second portion from St. Luke and set the homework:</p> <ol style="list-style-type: none"> 1. Explore Simeon's words in 2 34-35. What do you think he was prophesying? 2. Read Luke 2 41-52 and prepare your suggestions for what should be entered on the worksheet about this story. 	<p>Resources St Luke 2 21-35</p> <p>Worksheet – Jesus, God & Man</p> <p>St Luke 2 41-52</p>

CHRISTIANITY KS 3 Unit 12: Jesus' life and ministry



Unit 12 Session 3

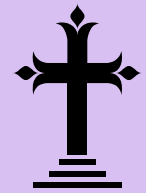
Learning objectives	A T 1	A T 2	Suggested teaching activities		Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that incidents in the gospels show that Jesus had powers beyond those of an ordinary man; ➤ know that Jesus helped those on the margins of society; ➤ know that Jesus shared joy, sadness and experiences with others as a human. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Set pupils into groups, each group to have one of the 'stories' listed in the Resources column to investigate. Share the learning intentions of the lesson and explain that groups have 25 minutes to become experts in their 'story' and then they will feed back to the class.</p> <p>At the end of the working time feed back to the class, summarising the story and the learning points.</p> <p>Plenary: Draw together and relate to the theme of humanity and divinity on the unit worksheet. Agree entries and record.</p> <p>Set homework:</p> <p>a) Many of the example stories today focused on miracles. List them. What do you think a miracle is?</p> <p>b) What miracles do people think occur today? Find an example from a newspaper or website to bring to the next lesson.</p> <p>c) How did people respond to Jesus' powers?</p>		<p>Resources Textual information, videos, websites and Bible references for:</p> <ul style="list-style-type: none"> ▪ The wedding at Cana (John 2:1-11) ▪ The healing of a paralysed man (Luke 5: 12-26) ▪ The woman who anointed Jesus (Luke 7:36-50) ▪ 10 Lepers are healed (Luke 17:12-19) ▪ Healing a crippled woman (Luke 13:10-17) ▪ Cure of a woman with a haemorrhage and Jairus' daughter (Luke 8:40-56) ▪ Loaves & Fishes (Matthew 14:13-21)

CHRISTIANITY KS 3 Unit 12: Jesus' life and ministry



Unit 12 Session 4

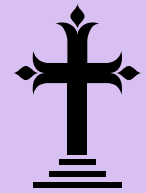
Learning objectives	A T 1	A T 2	Suggested teaching activities		Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus challenged the religious authorities by claiming to do things they believed only God could do; ➤ know that Jesus did not observe the Shabbat requirements strictly. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Recall some of the stories from the previous lesson where Jesus had annoyed the religious authorities. Watch a section from a Video showing the authorities criticising Jesus for this behaviour.</p> <p>Look at the list of forbidden acts for Shabbat (as found in Judaism Units) and read the passage from Luke 6, which explores 2 incidents where Jesus' actions on the Sabbath put Him into conflict with the religious authorities. Jesus knew how the most religious people viewed any work on the Sabbath – what was He telling them about God through these actions?</p> <p>In small groups discuss:</p> <ul style="list-style-type: none"> ▪ How did Jesus' actions challenge the religious leaders? ▪ Why did he do this? ▪ Was it because He was a rebel or was it for some other reason? <p>Feed back and discuss answers around the class.</p> <p>Record how these show Jesus' nature on the worksheet and then record a personal response to these examples.</p> <p>Set Homework:</p> <ol style="list-style-type: none"> a) How did the video scenes or the passages you read reflect Jesus' dual role? b) What do you think these stories tell us about how Jesus saw the purpose for which he came? c) Was Jesus religious? 		<p>Resources</p> <p>Video <i>Miracle Maker or Jesus of Nazareth Part 3</i> Luke 6 1-11</p>



Unit 12 Session 5

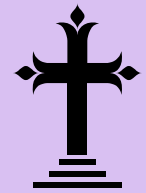
Learning objectives	A T 1	A T 2	Suggested teaching activities		Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know how Jesus' 'agony' in the garden of Gethsemane demonstrates His dual nature. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Recall the story of the Last Supper and then watch on a video Jesus' final meal with His friends. What did Jesus' words aim to explain to them about what He knew about the purpose for His life and what was going to happen next?</p> <p>Watch the next section of the video, taking particular notice of Jesus foreknowledge of His fate (divine) and his dread of experiencing it (humanity).</p> <p>How does the video try to explore Jesus' feelings?</p> <p>Create a peaceful reflective environment in the room. Perhaps play pupils a part of Handel's Messiah as a stimulus. Then ensuring pupils are able to be comfortable set them to produce some reflective writing:</p> <ul style="list-style-type: none"> ▪ Why do you think Jesus decided in the garden to go on with what was going to happen rather than run away? ▪ How do you think He was feeling? <p>Homework:</p> <p>Read the words Jesus said from the cross:</p> <ul style="list-style-type: none"> ▪ How do they demonstrate His nature? ▪ How do they explore the purpose of Jesus' life? 		<p>Resources</p> <p>Video <i>Miracle Maker or Jesus of Nazareth</i></p> <p>List of Jesus' words from the cross</p>

CHRISTIANITY KS 3 Unit 12: Jesus' life and ministry



Unit 12 Session 6

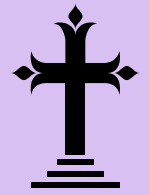
Learning objectives	A T 1	A T 2	Suggested teaching activities		Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know how Jesus appeared to His disciples and friends on several occasions after His death; ➤ know that Christians believe that these accounts explore Jesus' dual nature; ➤ know that Christians believe that Jesus ascended into heaven and how they understand this. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Let pupils work in pairs to investigate resurrection appearances of Jesus – give each pair one of Jesus' appearances. They should then feed back to the class briefly summarising what was shown about Humanity, divinity and Messiahship through each appearance.</p> <p>Watch a video version of Jesus' ascension & discuss.</p> <p>Assessment task Who was Jesus? Responses should address the following: Jesus dual nature (with examples) The meaning of incarnation in Christianity</p> <p>More able pupils might also address the question: Did Jesus come to the world or to the Jews? – making reference to Prophecies and Messianic beliefs.</p> <p>All students should also make a personal response to this question in the light of their own beliefs and studies.</p>		<p>Resources Brief textual accounts of resurrection appearances Video showing the ascension</p>



Unit 12 Session 1

Jesus, God and Man.

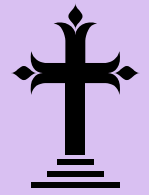
Event	What evidence does this story give about Jesus' humanity?	What evidence does this story give about Jesus' divinity?
Example Jesus' birth story	He was born of a human mother who had been pregnant for 9 months. Jesus was treated as a baby and was vulnerable, needing care and protection	Jesus was born because the Holy Spirit willed this He did not have a human father Angels and a 'star' announced His birth Jesus' birth had been 'foretold' by Prophets



Unit 12 Session 4

The 39 forbidden categories of work listed in the Talmud are:

ploughing	tearing
sowing	trapping or hunting
reaping	slaughtering
sheaf-making	skinning
threshing	tanning
winnowing	scraping belts
selecting	marking out
sifting	cutting to shape
grinding	writing
kneading	erasing
baking	building
sheep-shearing	demolishing
bleaching	lighting a fire
combing raw materials	putting a fire out
dyeing	the final hammer-blow (<i>putting the finishing touch to a newly manufactured article</i>)
spinning	carrying from a private to a public area (<i>and vice versa</i>)
various weaving operations	sewing
separating into threads	untying a knot
tying a knot	



Unit 12 Session 5

Jesus' words from the cross:

First Word

"Father, forgive them, for they do not know what they are doing." *Luke 23:34*

Second Word

Jesus spoke to the thief who was being crucified next to Him.

"Truly I say to you, today you shall be with Me in paradise." *Luke 23:43*

Third Word

Jesus spoke to His mother Mary and His disciple John who were standing together nearby.

"Dear woman, Behold, your son!" *John 19:26* and "Behold, your mother!" *John 19:27*

Fourth Word

About the ninth hour Jesus cried out to His Father with a loud voice.

"Eli, Eli, Lama Sabachthani?" which means, "My God, My God, why hast thou forsaken Me?" *Matthew 27:46*

Fifth Word

Jesus, knowing that all things had already been accomplished, in order that the scripture might be fulfilled, exclaimed thirst.

"I am thirsty." *John 19:28*

Sixth Word

"It is finished." *John 19:30*

Seventh Word

Jesus cried out to His Father with a loud voice.

"Father, into Thy hands I commit My spirit." *Luke 23:46*