

# Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL: Nine</b>		<b>Term:</b>	<b>Year:</b>
<b>Inquiry Question: How do I understand the Incarnation and Resurrection of Jesus?</b>			
<b>Strands:</b>			
<b>Beliefs</b> <b>Sacraments</b> <b>Morality</b> <b>Prayer</b>			
<b>Class context/Learners:</b> To be added by class teacher			
<b>Key Inquiry Questions:</b> What does the scripture tell us about the life death and resurrection of Jesus? How does the Church understand the life death and resurrection of Jesus? What do I understand about the nature of Jesus?		<b>I Wonder:</b> I wonder how the early Christina community understood the resurrection of Jesus. I wonder what the Church understands about the Incarnation and resurrection of Jesus. I wonder what the scriptures tell us about the incarnation and resurrection. I wonder about the Incarnation and Resurrection of Jesus.	
<b>Knowledge &amp; Understanding...</b> The Incarnation is Jesus, present in the world, truly human and truly God. CCC464-466, 470 The Incarnation and Resurrection of Jesus are foundational beliefs of Christianity.CCC653 This is understood and portrayed in many ways in the rich history of the Christian tradition. The Resurrection of Jesus is the heart of the Christian faith.CCC638		<b>Skills</b> Use scripture to discern how the early Christian community understood the Resurrection of Jesus. Identify the foundational beliefs of Christianity as expressed across a range of core Christian texts. Reflect critically on the meaning of the life, death and resurrection of Jesus in lives today. Formulate ideas about the relevance and consequences of these foundational beliefs for Christian believers today.	



God totally and absolutely loves creation and enters into it fully.  
Incarnation and Resurrection are parts of a whole.

## Assessment Plan

### Year Level Achievement Standards:

*By the end of Year Nine* students present an understanding of how the prophets are models for Christian life. They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance. Students demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students identify and describe aspects of their own lives and modern culture that need to be transformed.

*By the end of Year Nine* students analyse different qualities, features and conventions of the symbols and rituals of the Sacraments of Healing. Students reflect on how the Sacraments of Healing continues to enrich their relationship with God.

*By the end of Year Nine* students discuss the effects of self-centred personal choices on relationships with God, others and the earth. Students demonstrate an understanding of a variety of groups and actions that work for the common good within the community. Students identify some of the benefits of participating in action to promote justice in the school, local and wider community.

*By the end of Year Nine* students communicate that prayer is deeply personal but also communal. Students know some formal prayers and are introduced to some from the tradition. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b> Assessment <i>for</i> Learning	Jesus – brainstorm (individual and shared responses) – what do we know, what are our questions? Encourage students to articulate questions. Can use a <a href="#">KWL chart (see end of Unit)</a>	KWL chart	Beginning of the unit
	Discussion on the meaning of the word Incarnate and metaphors	Discussion	During the unit
	Creative response to the symbolism of ‘metamorphosis’ in our lives	Creative response	During the unit



<p><b>Summative</b> Assessment <b>of</b> Learning</p>	<p>As a whole class, discuss the comments by the interviewees and what they may have learnt from them – complete a <a href="#">two stars and a wish</a> activity</p> <ul style="list-style-type: none"> <li>• Two things I have learnt</li> <li>• One thing I would like to know more about</li> </ul> <p>After reading appropriate scripture passages – summarize content .</p> <p>List five common factors found in all three Gospel accounts. - List at least five differences in the accounts. - List at least three main points that were important to the evangelists and that they all agree on, despite the differences in detail. Ask students to suggest explanations for similarities and differences. - Summarise the responses of disciples to the Resurrection. - What was the significance of the Resurrection? - What is its significance today?</p> <p>Use Scripture Graffiti to identify the Early Church’s growing understanding of the significance of the resurrection of</p> <p>Retrieval Chart- compare the accounts of the Ascension.</p> <p>Write a recount of the Ascension</p> <p>To explore and break open the text.</p>	<p>Two star and wish activity</p> <p>Summarize information to write an understanding of the Incarnation</p> <p>Responses to scripture analysis</p> <p>Scripture Graffiti</p> <p>Retrieval Chart</p> <p>Recount</p> <p><a href="#">Kite or Composite method</a></p>	<p>During the Tuning In phase</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p> <p>During the Unit</p>
<p><b>Affective</b> Assessment <b>as</b> Learning</p>	<p>As a whole class, discuss the comments by the interviewees and what they may have learnt from them – complete a <a href="#">two stars and a wish</a> activity</p> <ul style="list-style-type: none"> <li>• Two things I have learnt</li> <li>• One thing I would like to know more about</li> </ul> <p>Do any of the art works effect you and your understanding of the life death and resurrection of Jesus. Can you find any other images you like that show a different interpretation of the Incarnation and the Resurrection.</p>	<p>Two stars and a wish</p> <p>Art appreciation of the Resurrection</p>	<p>A the beginning of the unit</p> <p>During the unit</p>



## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p><b>Teacher information:</b>  <i>Catholics believe that in a certain time and place, in Israel in the first century of the Roman calendar, God took on a human life, and became man in the body, mind and spirit of Jesus of Nazareth. This belief is called the INCARNATION.</i>  <i>Very soon after his death, several of his disciples had powerful experiences which convinced them that Jesus had risen in his own body as that he was with them. Based on his appearances to them, on the fact that his tomb was empty, and on his own prophetic words that he would rise again, they were convinced that God had raised Jesus from the dead. This belief is referred to as the RESURRECTION</i></p> <p>Jesus – brainstorm (individual and shared responses) – what do we know, what are our questions? Encourage students to articulate questions. Can use a <a href="#">KWL chart (see end of Unit)</a> . Emphasise that this is about exploring Jesus together, not “I will teach you what I know’.            e.g. Jesus was born to a Jewish woman            Jesus grew up in a town called Nazareth            Jesus lived under Roman occupation            Jesus gathered around himself a close group of disciples etc.</p> <p>See resources at the end of unit for information on <a href="#">Jesus</a> taken from “To Know Worship and Love, year 9 student book, p104. Use this information as a basis to explore what the Church believes about Jesus. Organise a ‘<a href="#">parking lot</a>’ for any questions raised and words that need clarification. Has this information answered any questions from initial brainstorm?</p> <p>In small groups create a video/podcast/Voki (see Voki website for information about how to create a talking avatar) of interview/s with various people about what they know about Jesus. Students will be required to formulate questions for the interview and edit the final version to present to the class. Questions are to focus on the Incarnation of Jesus and the resurrection of Jesus            Suggested interviewees: APMission, APRE, Principal, class teachers, Campus Minister, Parish Priest. etc.</p>	<p><a href="#">KWL chart</a> – see end of unit</p> <p>Reading “We believe in One Lord Jesus Christ” taken from To Know Worship and Love yr 9 p104.</p> <p>ICT activity            Use of video equipment to interview people about their thoughts on Jesus            Voki  <a href="http://www.voki.com/create.php">http://www.voki.com/create.php</a></p>	<p>Assessment for learning</p> <p>Assessment of learning</p>



		<p>As a whole class, discuss the comments by the interviewees and what they may have learnt from them – complete a <a href="#">two stars and a wish</a> activity</p> <ul style="list-style-type: none"> <li>• Two things I have learnt</li> <li>• One thing I would like to know more about</li> </ul>	Two stars and a wish activity	Assessment as/for learning
<b>Finding Out</b>	<p>Write the word INCARNATE on the board. Have students look up the word in dictionaries and write what they believe are the key meanings.</p> <p>Discuss the following:          What does it mean when someone says          “She personifies love itself.”          “He is the spitting image of his father.”          “I really see a lot of her mother in her.”          Explain what they might be saying. Are any of these statements related to our understanding of the word “incarnate? How?</p> <p>Have the students turn to the Gospel of John and read the Prologue (John 1:1-18) ask them to find passages that can be related to one. Or more, definitions of “incarnate.”</p> <p>Read together Genesis 1:1-5 and 1:26-31. Have one part of the class compare the first five verses to john 1:1-13 and have the rest of the class compare the last five verses of Genesis 1 to John 1:10-18. At the end of this activity allow the students to summarize what they believe is meant by the “incarnation of the Son of God.”</p> <p>Arrange the class into two groups. Assign one group the task of researching the Gospels to find characteristics of Jesus that reflect his being human. Assign the other group the task of finding the characteristics of Jesus that reflect his being divine.</p> <p>Make two overlapping circles (Venn diagram) on the board. Title one “Jesus fully human” and the other “Jesus fully divine.” Invite members of each group to come forwards and write their responses in the circles. Point out that, because Jesus possesses a human nature and a divine nature, he reflects the inherent holiness of every human person.</p> <p>In the early Church, Christians professed and proclaimed that the Son of God had come into our world and lived as a man. How would you explain the mystery of the Incarnation to a friend who is not a Christian?</p>	<p>Bibles - the Gospel of John (Prologue)</p> <p>Bibles - Genesis</p> <p>Bibles – Gospels and letters of Paul</p> <p>Venn Diagram</p>	<p>Assessment for learning          Observations of students responses to discussions.</p> <p>Assessment of learning.          Summarize their understanding of the Incarnation.</p>	



		<p>In small groups study parallel Synoptic Gospel accounts of the Resurrection (Mk 16:1-8, Mt 28:1-10, Lk 24:1-12). Focus on how each community has responded to the resurrection experience. Look at such features as who was there, what happened, when did it happen, where did it occur and how did people respond.</p> <ul style="list-style-type: none"> <li>- List five common factors found in all three Gospel accounts.</li> <li>- List at least five differences in the accounts.</li> <li>- List at least three main points that were important to the evangelists and that they all agree on, despite the differences in detail.</li> </ul> <p>Ask students to suggest explanations for similarities and differences.</p> <ul style="list-style-type: none"> <li>- Summarise the responses of disciples to the Resurrection.</li> <li>- What was the significance of the Resurrection?</li> <li>- What is its significance today?</li> </ul> <p>Through an examination of the following texts using the <a href="#">Scripture Graffiti</a> strategy (White, Todd, O'Brien 2003 p 122-123), to identify the Early Church's growing understanding of the significance of the resurrection of Jesus: Acts 2:37-42 Rom 12: 3-8 1 Cor 15: 3-11 2 Cor 6;7-12 Phil 2: 1-11 Eph 4: 25-5;2</p> <p>Look at some artists interpretation of different scriptural Resurrection events and discuss the artists' understanding of the event:</p> <p>The Incredulity of Saint Thomas by Caravaggio <a href="http://commons.wikimedia.org/wiki/File:The_Incredulity_of_Saint_Thomas_by_Caravaggio.jpg">http://commons.wikimedia.org/wiki/File:The_Incredulity_of_Saint_Thomas_by_Caravaggio.jpg</a></p> <p>The Plenitude Folly of God (Peter Do you love me?) by Sieger Koder <a href="http://www.pauline-uk.org/product.asp?id=2067">http://www.pauline-uk.org/product.asp?id=2067</a></p> <p>Understanding (Emmaus story) by Sieger Koder <a href="http://famvin.org/en/2014/07/17/what-does-is-mean-to-mentor-youth/">http://famvin.org/en/2014/07/17/what-does-is-mean-to-mentor-youth/</a></p>	<p>Bibles Mk 16:1-8, Mt 28:1-10, Lk 24:1-12</p> <p><a href="#">Scripture Graffiti</a> strategy Into the Deep by White, Todd and O'Brien 2003 p 122-123</p> <p>Artwork: The Incredulity of Saint Thomas by Caravaggio <a href="http://commons.wikimedia.org/wiki/File:The_Incredulity_of_Saint_Thomas_by_Caravaggio.jpg">http://commons.wikimedia.org/wiki/File:The_Incredulity_of_Saint_Thomas_by_Caravaggio.jpg</a> The Plenitude Folly of God (Peter Do you love me?) by Sieger Koder <a href="http://www.pauline-uk.org/product.asp?id=2067">http://www.pauline-uk.org/product.asp?id=2067</a> Understanding (Emmaus story)</p>	<p>Assessment of Learning</p> <p>Assessment of Learning</p>
--	--	---	--	---



		<p>Alive By Sieger Koder  <a href="http://gloriatialotis.blogspot.com.au/2011/06/pentecost-season.html">http://gloriatialotis.blogspot.com.au/2011/06/pentecost-season.html</a></p> <p>Emmaus by Caravaggio  <a href="http://commons.wikimedia.org/wiki/File:Caravaggio-emmaus.750pix.jpg">http://commons.wikimedia.org/wiki/File:Caravaggio-emmaus.750pix.jpg</a></p> <p>Easter Morning by Hi Qi, Chinese Christian artist  <a href="http://www.heqigallery.com/">http://www.heqigallery.com/</a></p> <p>Do any of the art works effect you and your understanding of the life death and resurrection of Jesus.  Can you find any other images you like that show a different interpretation of the Incarnation and the Resurrection.</p> <p>There are several accounts in Scripture of the Ascension of Jesus. Each one provides slightly different insights into this event and its message.  Using a Retrieval Chart  Complete the table to compare the accounts of the Ascension. Fill in the detail for each section. The amount of information will vary for each scripture passage</p> <table border="1" data-bbox="450 962 1283 1305"> <thead> <tr> <th></th> <th>Mark 16:19-20</th> <th>Luke 24:50-53</th> <th>Acts 1:6-11</th> </tr> </thead> <tbody> <tr> <td>Where and when does the event take place?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>What are Jesus' final words and actions while with the disciples?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>What do the disciples say and do after Jesus' Ascension?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>What happens to Jesus after this time with the disciples?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Mark 16:19-20	Luke 24:50-53	Acts 1:6-11	Where and when does the event take place?				What are Jesus' final words and actions while with the disciples?				What do the disciples say and do after Jesus' Ascension?				What happens to Jesus after this time with the disciples?				<p>by Sieger Koder  <a href="http://famvin.org/en/2014/07/17/what-does-is-mean-to-mentor-youth/">http://famvin.org/en/2014/07/17/what-does-is-mean-to-mentor-youth/</a></p> <p>Alive By Sieger Koder  <a href="http://gloriatialotis.blogspot.com.au/2011/06/pentecost-season.html">http://gloriatialotis.blogspot.com.au/2011/06/pentecost-season.html</a></p> <p>Emmaus by Caravaggio  <a href="http://commons.wikimedia.org/wiki/File:Caravaggio-emmaus.750pix.jpg">http://commons.wikimedia.org/wiki/File:Caravaggio-emmaus.750pix.jpg</a></p> <p>Easter Morning by Hi Qi, Chinese Christian artist  <a href="http://www.heqigallery.com/">http://www.heqigallery.com/</a></p> <p>Using a Retrieval Chart  Bibles  Mark 16:19-20  Luke 24:50-53  Acts 1:6-11</p>	<p>Assessment as learning</p> <p>Assessment of learning</p>
	Mark 16:19-20	Luke 24:50-53	Acts 1:6-11																					
Where and when does the event take place?																								
What are Jesus' final words and actions while with the disciples?																								
What do the disciples say and do after Jesus' Ascension?																								
What happens to Jesus after this time with the disciples?																								



		<p>Use this summary to write a recount of the Ascension that integrates all of the material gathered from the three accounts. Write the recount from the point of view of either;</p> <ul style="list-style-type: none"> <li>• One of the disciples who witnessed the event</li> <li>• An eye witness who secretly followed Jesus and the disciples throughout the whole sequence of events</li> <li>• A member of an early Christian community who has heard the story from one of the disciples who was present at the event.</li> </ul>		Assessment of Learning
	<b>Sorting Out</b>	<p>Read the story in Luke 24:13-35 (the Walk to Emmaus), and using either the <a href="#">KITE</a> (Stead 1999) or <a href="#">Composite model</a> (Margaret Cardswell 2011) see end of unit and the website listed in the resources column To explore and break open the text. Have students creatively respond to the text using visual arts, drama or poetry as suggested by Stead in the KITE method. In particular have students think imaginatively about how the resurrected Jesus seemed to the disciples- how this Jesus was different from the one they knew before the crucifixion.</p> <p><a href="http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17">http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17</a></p> <p>How had Jesus changed after the resurrection? Why didn't his disciples recognise him?</p> <p>What is Metamorphosis? Metamorphosis is a Greek word meaning transformation or transfiguration. Find images from nature that express metamorphosis e.g. butterfly, grasshopper, dragonfly, toad, frog etc..</p> <p>Students write/draw/dramatize/create creatively about such symbols as the butterfly and the idea of how we change throughout our life physically, mentally, emotionally and spiritually. Create visual images that reflect new life, describe the image and propose this as a symbol of death and resurrection. Use the scripture to help in with this creative response Ezekiel 36:26-27, God says, "I will give you a new heart and put a new spirit in you. I will remove from you your heart of stone and give you a heart of flesh. And I will put my Spirit in you and move you to follow my decrees and be careful to keep my laws.</p>	<p><a href="http://scriptureresourcepackage.weebly.com/kite-method.html">http://scriptureresourcepackage.weebly.com/kite-method.html</a></p> <p><a href="http://scriptureresourcepackage.weebly.com/composite-model.html">http://scriptureresourcepackage.weebly.com/composite-model.html</a></p> <p><a href="http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17">http://www.togetheratonealtar.catholic.edu.au/explore/dsp-content.cfm?loadref=17</a></p> <p>Online dictionary</p> <p>Internet images of animals at various stages of Metamorphosis</p> <p>Creative response to the symbolism of 'metamorphosis' in our lives.</p> <p>Bible – Ezekiel 36:26-27</p>	<p>Assessment of Learning</p> <p>Assessment for Learning</p>





		<i>In the world of Christian art, a sacred painting of Jesus with a butterfly a light on his hand represented life, death and the resurrection. Other symbols in religious art could also include a caterpillar or chrysalis. This type of symbology also appears in funeral art on modern head stones in cemeteries..</i>		
--	--	--	--	--

	<b>Communicating</b>	<p>Reflective questions :</p> <p>What do you understand by the term Incarnation?</p> <p>What were the three things that convinced the disciples that Jesus had risen from the dead?</p> <p>Where would we find stories of Jesus' appearances to the disciples after his Resurrection?</p> <p>When does the Church celebrate the Incarnation of Jesus?</p> <p>When does the Church celebrate the resurrection of Jesus?</p> <p>When is the Ascension celebrated?</p> <p>Develop a mind map that highlights the main events of the life of Jesus. use colour, symbol, arrows, single words, and any other suitable visuals to emphasis the beliefs of Christianity concerning these events.</p> <p>Prepare and present a report on Christian understandings of incarnation and resurrection using art to illustrate your findings. Or, reflect on another's artistic interpretation of the Resurrection and Incarnation – present your questions and reflections.</p> <p>Using a PMI Chart (Teaching Strategies Book)students are to reflect and record the positives, minuses and challenges of living a faith community today and compare with those of living as a Christian in the early church. Form a panel to discuss the statement: "Do you believe it is less challenging to be a Christian in the 21st Century than in the first century?"</p> <p>View a video, read a story that provides a gateway/opportunity for students to explore their own experiences of change, loss or death. For example, Australian story (ABC) , Stories from a Children's Hospital (ABC). Provide an opportunity for personal reflection with personal journal writing on times of change, loss and death. Invite students to reflect on how the experience of the early Christian communities and the</p>	<p>Mind Map strategy</p> <p>Art response</p> <p>PMI strategy</p> <p>Australian story (ABC TV) Novels</p>	<p>Assessment for Learning</p> <p>Assessment of Learning</p> <p>Assessment of learning</p> <p>Assessment of Learning</p> <p>Assessment of Learning</p>
--	----------------------	---	--	--



		<p>resurrection of Jesus can offer hope</p> <p>Explore the variety of ways that the Church moves out in love to the world. Invite someone who has worked in a missionary role to speak to the students about their work and life in spreading the word of God today.</p>		
	<p><b>Evaluating and Reflecting</b></p> <p><b>Teacher reflection and Evaluation</b></p>	<p>As you look back over this unit,          What worked well?          What choices did you make?          What did you enjoy?          What was challenging?          What will you change?</p>	<p>Assessment as learning</p>	

## Teacher background information - The resurrection of Christ

---

Christianity began with a very specific message; the crucified Jesus had been raised from the dead (1 Cor 15:3-5; Acts 2:22-24) to become the effective Saviour (Rom 4:25) and ever-present living Lord of the Word (Rom 10:9; 14:9; 1 Cor 12: 3; 16:22; Phil 2:8-11). The entire NT was written in the light of this new faith. Redemption from sin and the risen life to come depended on Jesus' personal resurrection (1 Cor 15:14, 17) a reality on which all early Christians agreed (1 Cor 15: 11; Acts 2:32) and which structured their very account of God (1 Cor 15:15; Gal1:1). They recognised that if they were wrong about Jesus' rising from the dead, they would be the 'most pitiable' of all people (1 Cor 15:19) and could grieve like all those "who have no hope" (1 Thess 4:13).



Today, as always, faith in Jesus' resurrection stands at the heart of the Christian creed: "On the third day he rose again." Easter remains the feast of the church's year. The Eucharistic acclamation expresses the central belief that salvation comes through the resurrection of the crucified Christ: "Dying you destroyed our death, Rising you restored our life. Lord Jesus, come in glory."

## ① KWL Strategy

K-W-L is a 3-column chart that helps capture the Before, During, and After components of reading a text selection or investigating a topic.

- ❑ **K** stands for **Know**  
What do I already know about this topic?
- ❑ **W** stands for **Will** or **Want**  
What do I think I will learn about this topic?  
What do I want to know about this topic?
- ❑ **L** stands for **Learned**  
What have I learned about this topic?

### Process

1. On the board, on an overhead, on a handout, or on students' individual sheets, three columns should be drawn.
2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**.
3. Before reading, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
4. Then have students predict what they might learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.
5. Alternatively, you might have students put in the middle column what they want to learn about the topic.
6. After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually read anything. This is the stage of metacognition: did they get it or not?



# We believe in One Lord Jesus Christ.

---

Taken from yr. 9 To Know Worship and Love p 104 and 105

As Christianity grew, confusions about Jesus Christ needed to be addressed. Because God entered history and became man, there was the need to re-think the nature of God. Catholics believe that in a certain time and place, in Israel in the first century of the Roman calendar, God took on a human life, and became man in the body, mind and spirit of Jesus of Nazareth. This belief is called the INCARNATION.

The divinity of Jesus Christ is expressed in this way. We believe in Jesus Christ, the only Son of God, eternally begotten of the Father, not made, one being with the Father.

Jesus was born to a Jewish woman, Mary, and grew up in a small town called Nazareth. Like all Jews of his time, Jesus lived under Roman occupation, and his nation Israel had known suffering and oppression for hundreds of years. Jesus lived the life of a faithful Jew, and from a very early age he had a close and intimate relationship with God, whom he called Father. Jesus of Nazareth taught his own unique understanding of Judaism, gathering around himself a close group of disciples. The two most important insights that Jesus taught were:

- God is a father. Jesus had a deep understanding of God as a loving father who cared for his sons and daughters. He saw himself as the Son of God, and addresses God in prayer and teaching as Father.
- The Kingdom of God. Jesus taught that the Messianic Age<sup>1</sup> for which the Jews hoped was very close. He spoke of the day when the Kingdom of God, which he saw as a Kingdom of justice, love and peace, would be instituted on the earth. He saw those who were poor, outcasts or excluded from Jewish society for various reasons as being particularly loved by God. These, he taught, were the people of God's kingdom.

---

<sup>1</sup> Messianic Age – the people of Israel believed that God was active in their history. Even in periods of suffering such as the Exile they knew that God had not deserted them. Over time they came to appreciate that God would never abandon them. A Messiah (meaning 'anointed one') would come to establish God's kingdom of justice, bringing peace and hope to the world. This time would be the Messianic Age. As the followers of Jesus witnessed his words and actions they came to understand that he was the messiah they had been waiting for.



Jesus was a full human being in all things, but he was without sin and was faithful to God in every moment and action of his life. St Paul wrote later that Jesus learned obedience through suffering. As he gathered more and more disciples, the Roman authorities and some of the Jewish leaders became of him. Finally he was put to death by crucifixion, by the Roman government under the provincial governor, Pontius Pilate. His death took place at the time of Passover in Jerusalem in about the year 29. Both before and after his death many Jews hailed him as the Messiah whom God had promised.

Very soon after his death, several of his disciples had powerful experiences which convinced them that Jesus had risen in his own body and that he was with them. Based on his appearances to them, on the fact that his tomb was empty, and on his own prophetic words that he would rise again, they were convinced that God had raised Jesus from the dead. This belief is referred to as the RESURRECTION. It transformed the groups of disciples into faith-filled community, who proclaimed Jesus of Nazareth as the Messiah who God has sent to Israel.



## Parking Lot strategy

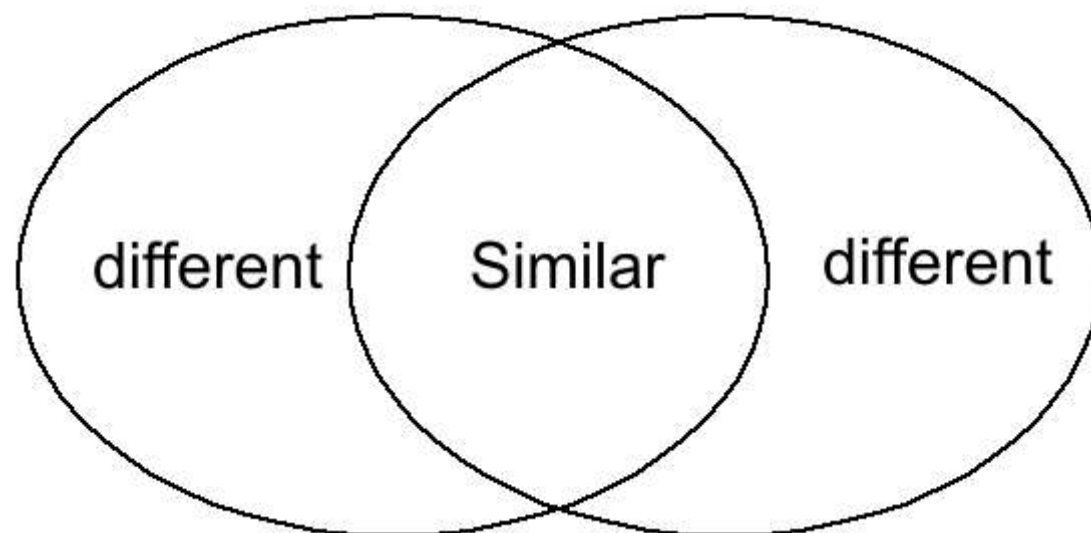
---

*Some questions we have are great but would take us off the subject and distract us. We put them in the parking lot so that we don't lose them and can address them at a later time.*



## Venn diagram strategy

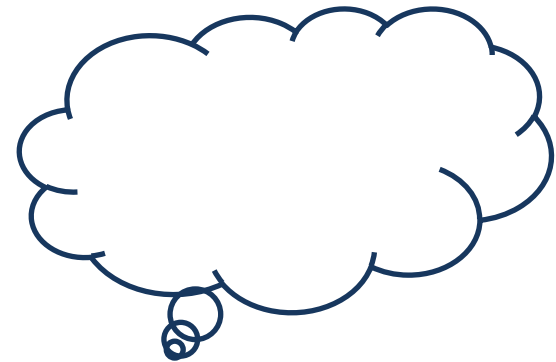
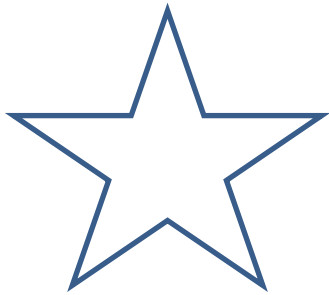
---



# Two stars and a wish

---

Students identify two pieces of information that they have gained from the interviews that is new to them and then express a wish about what they might like to know more about





# The KITE Method (Barbara Stead)

Stead's model is represented in the acronym KITE.

## Know the Text

It is important that the teacher is knowledgeable of the text before it is taught. They should ask themselves questions about the cultural and historical significance of the events in the text as well as questions about the characters and the literary style. This knowledge will inform their teaching and equip them to respond to student questions.

## Inspire the Imagination

Students explore the text imaginatively. They imagine the thoughts and feelings of those in the story. This may occur through visual arts, drama or poetry.

## Translate to Life

Students consider the application in their own life. They discover that the bible is still alive for us today. For example, they may consider how they can act out the bible truth in a particular passage in their own life.

## Express the Heart

Students translate what they have learned into prayer, this provides a space for reflection.



# The Composite Model (Margaret Carswell)

---

The composite model comprises three steps:

## Prepare to Hear the Word

- Identify the genre
- Explore cultural and religious practices of the time
- Consider relevant historical events

This step must occur for teachers before it occurs for students.

## Hear and Encounter the Word

- The text is told to the students (story), read to them, or they are directed to read it themselves.
- The focus is first on understanding the text, then on learning from it. That is, they explore the characters, settings etc., before they look at what the author was trying to say and what contemporary Christians can learn from it.

## Respond to the Word

- Students are invited to apply what they have learned by responding. This may occur through prayer, particular actions (e.g., donating clothes, being thankful to others) or extending their learning.

(Carswell, 2011)





# Scripture Graffiti

---

## Concept:

A creative approach of exploring the meaning of scripture passages in both word and symbol. Students are asked to read various scripture passages and express their understanding of the meaning in a visually interesting and colourful manner.

In pairs students read selected passages and discern a possible 'message' that may be interpreted from each reading. They briefly discuss a suitable **visual image and caption** to highlight the message of the story.

After developing suitable ideas each pair records them on a Graffiti poster in a 'Graffiti' fashion.

The posters are gathered in a common display area for a plenary session. Students are asked to comment on similarities and differences contained in the various interpretations. Unique and insightful contributions are especially affirmed.

## Variation:

Using a table form, individual students could develop a personal 'graffiti poster' covering a range of scripture readings on the one page.

e.g

Theme:			
Scripture passage	Key message	Graphic Image	Caption
1.			
2.			
3.			

