

Year 8: Unit 5a

Jesus, a model for living

Standards

By the end of this unit it is intended that students:

- appreciate how the words and actions of Jesus provided a model of living for the people he encountered
- describe situations from the Gospels which portray Jesus as the guide for living the Christian life
- gather information on the way in which some Gospel characters were changed by their response to Jesus.

Indicators of Learning

	Values and Attitudes	Knowledge	Skills
	<i>It is intended that students will be able to:</i>		
1	articulate those qualities of Jesus which are an example for Christian living	identify incidents from the Gospel which exemplify the qualities of Jesus	locate stories in the Gospels which demonstrate particular qualities of Jesus
2	consider the Great Commandment as a guiding principle in Jesus' ministry	grasp Jesus' attitude towards others through an examination of key Gospel passages	analyse incidents from the Gospels which illustrate Jesus' attitude to others
3	discuss the power of Jesus to influence the lives of those he encountered	have some understanding of the way in which the lives of people who met Jesus were changed	use the Gospels to identify characters who were changed by their response to Jesus
4	share views on the variety of ways Jesus communicated his teachings	understand the importance of the parables and teachings Jesus used to provide a model for living	name and re-cast some of Jesus' parables in contemporary settings
5	comment on the significance of the teachings of Jesus for his own and contemporary society	understand the significance of a variety of actions carried out by Jesus which complement his teachings	analyse the actions of Jesus in the Gospel and their influence on people he encountered as well as for people today

Spiritual Reflection for Teachers

The person I admire most is because

Spend some time thinking about the person, or persons, that spring to mind when you reflect on this statement. In particular, consider the qualities you find most admirable about them.

Which of these qualities reflect the human Jesus known in the Scriptures? How did Jesus bring out the best in others? Reflecting on these questions prepares you to teach this unit.

Jesus' words and actions had a profound influence on people. He was a person who made a 'connection' with others and through this changed their lives. Because of this, he was teacher par excellence.

A famous prayer says that Christ has no hands or voice but yours. How can you model your teaching on the way that Jesus taught in order to bring out the best in your students? How can you encourage them to live the Great Commandment to love God and others?

Links with Students' Life Experience

Jesus as a model for living

- This unit offers a unique opportunity for teachers to help students to encounter Jesus. In coming to know the humanity of Jesus, students will more readily identify with his message.
- Encourage students to draw up a personal set of guidelines on how to use Jesus' teaching as a model for living.
- Students could adapt and act out their own contemporary parable illustrating the theme of love of neighbour.
- Students could identify those qualities of Jesus which they most admire, and discuss ways to incorporate them into their own lives.
- Ask students to think of a situation in their lives which could be resolved by following the teaching of Jesus.

The Church's Teaching and Lived Tradition

Ethical Teaching in the Gospels

- The cornerstone of Christian morality is centred on Jesus' ethical teaching in the Gospels.
- In his teaching Jesus drew on the existing moral views and doctrines in the Old Testament. Yet his moral demands were startlingly new and challenging. Jesus' moral teaching is concentrated in the one commandment of love of God and love of neighbour (Matthew 22:34–40). This has served as a guiding principle for the Church as it developed its teaching on morality.
- The Vatican II documents, *Dogmatic Constitution on the Church* (Ch. 5) and the *Pastoral Constitution on the Church in the Modern World* (Ch. 2) affirm the significance of Jesus' influence on the Church's expression of fundamental moral principles.

Catechism of the Catholic Church

The kingdom of God

The following references are recommended:

Part One, Section Two: The Profession of the Christian Faith

543–551 Jesus and the kingdom of God

546 Jesus' invitation to enter his kingdom comes in the form of parables, a characteristic feature of his teaching. Through his parables he invites people to the feast of the kingdom, but he also asks for a radical choice: to gain the kingdom one must give everything. Words are not enough, deeds are required. The parables are like mirrors for man. Will he be hard soil or good earth for the word? What use has he made of the talent he has received?

549 By freeing some individuals from the earthly evils of hunger, injustice, illness and death, Jesus performed messianic signs. Nevertheless he did not come to abolish all evils here below, but to free men from the gravest slavery, sin, which thwarts them in their vocation as God's sons and causes all forms of human bondage.

574–582 Jesus and Israel's Law

Part Three: Life in Christ

1691–1698 Preamble to Life in Christ

Explanation of Scripture used in this unit

- This unit requires extensive use of Scripture. The passages outlined below illustrate ideals communicated by Jesus.
- We must be familiar with parables and miracles to understand the significance of Jesus' life and teachings. Students should explore Gospel passages that contain moral implications for the modern world.
- Encourage students to look through the Gospels for passages which contain moral implications for Jesus' followers. Invite students to report on the spirit of Jesus' moral teachings.
- Refer to 1 John 4:7-21, which affirms Jesus' teaching that Christian morality is based on love of God and love of neighbour.

Matthew 8:5-13 *The Centurion's Servant* (Indicator 1)

The theme of this amazing story is the kindness of Jesus to a Roman soldier. The Romans were the occupying force in Judea and the dominant world power. They were not popular in the Palestine of Jesus' day. The Roman soldier's servant is cured at Jesus' command, 'let it be done for you', in response to the great faith of the centurion.

This is a remarkably inclusive text. All peoples seem included; 'from east and west' there are no favourites. This fits in with Matthew's community which is struggling to define itself. Are its members Jews or Christians? Must they let go of everything from their past? Part of the anguish of searching for self-identity is apparent in this story. It is not only about a healing event, but about acceptance of the goodness of others, even our enemies.

Mark 1:16-22 *Jesus calls his disciples and they respond* (Indicator 1)

In this vivid story we see Jesus as he begins the process of gathering together an inner core of supporters, the community of friends/disciples that will be distilled into the Twelve. We see a perfect example of Mark's Jesus in action; he is a man who never rests, a man in continual motion.

Mark's style mirrors the urgency of Jesus. The stories are lively, brief, dynamic. Mark gives us no clue as to why the disciples dropped tools and followed Jesus without question; he is not interested in the psychology behind their actions. Did they have any previous contact with Jesus? Have they already heard about him? We don't know. Mark implies that Jesus' mere presence has such an impact on the men that they respond instantly.

The act of the men has a wider application. Those who wish to follow Jesus must be prepared to give everything up for him: comfort, home, security, just as these men did. There is a reference here to the call of Elisha (1 Kings 19-20): Elisha first returns home to kiss his parents, before responding. Jesus' call is even more urgent: it says 'Do it now'.

John 8:3-11 *The Adulterous Woman* (Indicators 1 and 5)

This dramatic scene shows the power of Jesus' physical presence. He is able to quell an angry group and force its members to examine themselves rather than condemn the disheveled woman.

The woman stands in the centre of a ring of onlookers, in full public view. Despite her position at the centre of things, she is powerless, and plays no part in the discussion, a nice touch of irony on John's part. There seems to be no doubt of her guilt, and the punishment is severe: whether she is a married woman or a betrothed girl (the story does not tell us which), she will be killed. The narrative echoes the story of Susanna and Daniel (Daniel 13:1-64).

The legal point behind the story is that, under Jewish law, a prosecution could not be instituted by anyone unless they were free of malice. As well, the principal witnesses in a criminal trial such as this were required to throw the first stone (Leviticus 24:1-16; Deuteronomy 13:10; 17:2-7). Only after this was done would 'all the people' join in the execution.

Having said the words: 'Let him who is without sin among you be the first to throw a stone', Jesus does nothing. He waits. It is a moment of dramatic power. The surrounding crowd melts away. Then he speaks with delicate sympathy to the woman. He does not pretend she has not sinned, nor does she. But his advice to 'sin no more' implies contrition on her part, and a resolution for the future.

Year 8 Unit 5a: Jesus, a model for living

STANDARDS

By the end of this unit it is intended that students:

- appreciate how the words and actions of Jesus provided a model of living for the people he encountered
- describe situations from the Gospels which portray Jesus as the guide for living the Christian life
- gather information on the way in which some Gospel characters were changed by their response to Jesus.

Indicators of Learning (Incorporating Values, Knowledge and Skills)	Essential Reading for Teachers	Suggested Learning/Teaching Strategies	Possible Assessment
<p>I.</p> <p>It is intended that students will be able to:</p> <p>V articulate those qualities of Jesus which are an example for Christian living</p> <p>K identify incidents from the Gospel which exemplify the qualities of Jesus</p> <p>S locate stories in the Gospels which demonstrate particular qualities of Jesus.</p>	<ul style="list-style-type: none"> • By reading and reflecting on the Gospels it is possible to outline certain exemplary qualities which characterised Jesus' lifestyle. • Jesus' love for others was not selective and excluded no one, even those ostracised from society (Lk 5:12–16; Mt 8:5–13; Lk 19:1–10). He showed compassion for sinners, as well as an infinite capacity for mercy and forgiveness (Lk 7:36–50; Jn 8:1–11 Lk 23:32–34). • Throughout his ministry, Jesus was surrounded by multitudes but never forgot the individual (Lk 8:42–48). He identified with the suffering of others and freed many people from their infirmities (Lk 7:1–17; Mk 2:1–12). He was loyal and showed concern for his friends and family (Jn 11:33–36; Jn 19:26–27 Mt 8:23–26). • Not only did Jesus respond sensitively to others, but he was also keenly aware of their spoken and unspoken needs (Mk 8:1–8; Lk 8:55–56; Jn 2:1–11). 	<ul style="list-style-type: none"> • Students find an image of Jesus (on a website or a holy card they may have) which appeals to them, and bring this to class. Images can be discussed in small groups and then displayed in the classroom. Questions such as 'Why does this image appeal to you?' and 'What does this image say about Jesus?' could be used for personal reflection. • As a class, explore the qualities and values of Jesus from their knowledge. From this list divide the information into the two areas of qualities and values. • Hot Seat Activity: One student takes on the role of Jesus and answers questions while the rest of the class take on the role of investigators. (Questions are devised prior to the activity, and can be about Jesus' life, his motivation, his teachings and ideals.) • In groups, from a reference list provided from the 'Essential Reading for Teachers' find passages from the Gospels which demonstrate what Jesus says and does in relation to the poor, women, outcasts, Gentiles, Samaritans, sinners. 	<p>Self-assessment</p> <p>Reflection in journal.</p> <p>Have I captured the real essence of Jesus?</p> <p>Teacher Assessment</p> <p>Observation of students preparing their questions and asking their questions in role.</p> <p>Teacher Assessment</p> <p>Teacher marks character profiles on Jesus or the 'This is your life' segment.</p>

<p>2.</p> <p>It is intended that students will be able to:</p> <p>V consider the Great Commandment as a guiding principle in Jesus' ministry</p> <p>K grasp Jesus' attitude towards others through an examination of key Gospel passages</p> <p>S analyse incidents from the Gospels which illustrate Jesus' attitude to others.</p>	<ul style="list-style-type: none"> Jesus spoke and acted with authority, yet it was an authority which respected the freedom of the person (Mt 12:1–8; Lk 19:45–48; Mk 10:17–22). His life was characterised by prayer, both for himself and others (Mt 26:36–44; Lk 11:1–4; Jn 17:20–26). 	<p>With the information gleaned, students present a 'This is Your Life' segment about Jesus. This could be done as a group presentation to the class or each group could video their presentation for class viewing.</p> <ul style="list-style-type: none"> Using the New Testament, the Word List in KWL p. 201 'Making it to the Top', and the responses from the Hot Seat Activity, students write up a detailed character profile of Jesus. KWL pp. 197–201 – The Gospels as portraits of Jesus. Recount Writing – see end of this unit. 	
	<ul style="list-style-type: none"> 'Love the Lord your God with all your heart, with all your soul, and with all your mind ... Love your neighbour as yourself' (Mt 22:37–39). The way of life prescribed and demonstrated by Jesus is embodied in this threefold commandment. Jesus expressed the guiding principle of his ministry as love of God, love of self and love of others. Jesus understood that to be fully human entails knowing and responding to the love of God; loving and respecting oneself as made in the image of God; showing this love and respect towards others who are also loved by God. His followers were so impressed by the reality of his extraordinary love that they strove to make it part of their own lives. The apostles and followers of Jesus used the Great Commandment, as the cornerstone of their teaching on morality, since it established an attitude and motive to guide people in their moral actions. 	<ul style="list-style-type: none"> Students copy and discuss 'The Great Commandment' (Matthew 22:34–40). KWL p. 197 - The Great Commandment, Additional Activity. Students present the Great Commandment for a contemporary audience, such as a special interest teenage magazine for music, surfing, skate-boarding, or computers. How can the Great Commandment be put into practice in a range of different situations? The presentation should appeal to the particular audience and encourage its members to show love of God and love of others. Jesus showed us love by the way he lived his life. Students locate and read each of the following passages in their Bible: John 8:1–11; Luke 19:1–10; John 9:1–16; Matthew 8:5–13; 15:21–28; Mark 11:15–19; Luke 7:11–17 for each passage write about: – who Jesus met – the effect that Jesus had on these people 	<p>Peer Assessment</p> <p>Students exchange presentations and comment on:</p> <ol style="list-style-type: none"> how will the presentation capture the spirit of the Great Commandment for a particular audience. creativity and effort in developing the presentation. <p>Teacher Assessment</p> <p>Teacher enquires by asking questions on the way Jesus lived his life.</p> <p>Bookwork correction of KWL p. 197.</p>

<p>3. It is intended that students will be able to:</p> <p>V discuss the power of Jesus to influence the lives of those he encountered</p> <p>K have some understanding of the way in which the lives of people who met Jesus were changed</p> <p>S use the Gospels to identify characters who were changed by their response to Jesus.</p>	<ul style="list-style-type: none"> Through his teaching, Jesus' contemporaries perceived him as a man of absolute integrity. Through his own exemplary goodness Jesus influenced and encouraged his followers to do good. He brought out qualities in others which he embraced himself. Many people were so impressed by Jesus' personality that they sought his friendship and support. By his compassion and sympathy, he inspired people with confidence and restored their self-respect and dignity. The impression of authority with which he spoke and acted, encouraged Jesus' followers to recognise and respond to his high moral standards and exacting demands. Inspired by their faith in Jesus, many realised their need for forgiveness and healing, whether physical or moral. 	<ul style="list-style-type: none"> Prior to the lesson students prepare the reading of John 8:3–11 using 'The Dramatised Bible'. At the conclusion of the reading allow for a period of personal reflection. How were people's lives changed in this encounter? What areas of my life need to be changed? Identify people in contemporary society who could be compared with people in the Gospel. In pairs, students produce a 'wanted' advertisement for a Christian person living today who exemplifies the teachings of Jesus. Students present their poster to the class, explaining their reasons for choosing particular qualities. Students prepare taped interviews of Gospel characters and their experiences of encountering Jesus. 	<p>Self-assessment Reflection on John 8:3–11.</p> <p>Teacher Assessment Observation of students during personal reflection on John 8:3–11.</p> <p>Peer Assessment Students determine the extent to which fellow students have identified areas from the Gospels which exemplify qualities of Jesus.</p>
<p>4. It is intended that students will be able to:</p> <p>V share views on the variety of ways Jesus communicated his teachings</p> <p>K understand the importance of the parables and teachings Jesus used to provide a model for living</p> <p>S name and re-cast some of Jesus' parables in contemporary settings.</p>	<ul style="list-style-type: none"> The Sermon on the Mount (Mt 5–7) is a collection of many of Jesus' key teachings on Christian living. This discourse is an invitation to a new and different kind of living which challenges the priorities of people and demands a change of heart from those who accept the Christian way. The Sermon offers an insight into the high standards Jesus set for his followers. He challenges his audience towards inner conversion resulting in changed behaviour. Incorporating the everyday experiences of his audience was characteristic of Jesus' teaching style. By employing the literary form of a parable, Jesus ensured that most of his audience both grasped and reflected on the meaning of his teaching. Parables helped to challenge stereotypes and customary attitudes and behaviour, and to encourage a practical response from his listeners. 	<ul style="list-style-type: none"> Students read/discuss 'The Sermon on the Mount', Matthew 5. Students design a form of advertising for a movie version of 'The Sermon on the Mount'. This could be in poster or digital format, for example a trailer for a DVD release. The advertisement must emphasise the themes of conversion/change of heart and challenge. Show students the film <i>Shrek</i>. Discuss the moral of the story. Does it have a dominant message? Read KWL pp. 204–205. Teacher sorts class into groups giving each group a different parable. Each group develops a definition for 'parable'. After discussion come to a class definition for parable. Select one of the 'kingdom parables'. 	<p>Self-assessment Journal entry – reflection on <i>Shrek</i>.</p> <p>Peer Assessment Students use simple criteria to assess the success of the advertisements. Tick if the category applies.</p> <p>Teacher Assessment Teacher questions students on the main teachings of Jesus in the Sermon on the Mount. Marking of contemporary parable.</p>

<p>5.</p> <p>It is intended that students will be able to:</p> <p>V comment on the significance of the teaching of Jesus for his own and contemporary society</p> <p>K understand the significance of a variety of actions carried out by Jesus which complement his teachings</p> <p>S analyse the actions of Jesus in the Gospel and their influence on people he encountered as well as for people today.</p>	<ul style="list-style-type: none"> The various themes of Jesus' parables were associated with his proclamation of the kingdom of God or Reign of God and provided a model for living in the kingdom. They are enduring challenges to our ethical beliefs and practices. These can be organised loosely under the following headings: Images of God active in the kingdom (Lk 15:4-7; Mt 20:1-16), Response and action needed to enter the kingdom (Lk 18:9-14; Mt 25:14-30), Relationships with others in the kingdom (Lk 10:25-37; Mt 18:21-35), Preparation for the fulfilment of the kingdom (Mt 22:1-14; 25:1-13). 	<ul style="list-style-type: none"> In pairs, write out the message you think Jesus is teaching about the kingdom in one of the following: Mark 4:26-29 – Parable of the Growing Seed. Luke 18:9-14 – Parable of the Pharisee and the Tax Collector. Luke 14:15-24 – Parable of the Great Banquet. Mark 4:30-32 – Parable of the Mustard Seed. Rewrite the parable in a modern day setting ensuring the message stays the same. What vision do these parables give us of the kingdom? How does their view of life fit in contemporary society? 	
	<ul style="list-style-type: none"> Jesus' life and ministry was dedicated to the service of others. Through his actions, Jesus gave an authentic witness which complemented the truths of his teachings. The testimony of the Gospel tradition concentrated not only on what Jesus said but also on the way he communicated with others through his actions. Jesus' words and actions are one. His teaching on love, mercy, compassion and forgiveness translates into action. For example, his compassion for the widow of Nain moved Jesus to restore her son to life (Lk 7:11-17); his mercy led him to forgive the woman who committed adultery (Jn 8:1-11); his love of neighbour assisted the Roman Officer's servant (Lk 8:5-13). The key to understanding the active ministry of Jesus is contained in his proclamation of the kingdom of God. Jesus' actions were signs of the reality of God's promise of unconditional love; commitment to the poor and outcasts of society; control over the power of sin and evil; and the offer of complete reconciliation. 	<ul style="list-style-type: none"> Develop a definition for 'miracle'. Skim-read the Gospels to find examples of miracles. List and compare with other members of the class. Discuss: What signs of God's action can you find in your own life? In groups, present a radio play to the class on a selected miracle. Prepare a discussion sheet for other students, concerning feelings and reactions of people in the play. The prayer at the end of this unit involves an individual student response. After the prayer, students discuss their paintings and/or complete a journal response. What does the painting say about their need for healing and an openness to the gift of life Jesus offers? 	<p>Teacher Assessment Teacher marks definition of 'miracle'.</p> <p>Peer Assessment Presentation of radio play and completion of discussion sheets.</p> <p>Self-assessment Student paintings and self-reflection.</p>

- Jesus' miracles of healing, exorcism, restoration of life and power over the forces of nature were not only signs of God's action but challenged the faith of people he encountered.
- The significance of Jesus' miracles is realised in the support and credibility these actions give to his teaching. The miracles demonstrate that the power of God was manifested in and through Jesus.

Celebration: Prayer and Liturgy

This unit focuses on Jesus as the role model for Christian life. Jesus always encouraged others to do what was good. He helped people to discover their qualities and talents and to use these in the service of others.

Suggested celebration based on Matthew 8: 5-13

This prayer is built around an art activity. It provides a medium for expressing some of the inner feelings we all struggle with at times.

Materials

For each student or small group: art paper, water-based paint in a range of colours (this is best placed in plastic cups), paper plates to be used as pallets, cotton buds and cotton balls which are used to apply the paint, newspaper to protect work area.

Ensure you have access to a cleared space where paintings can be displayed for the conclusion of the prayer. If painting is not possible, drawing or moulding clay would be suitable substitutes.

Make sure that the atmosphere in the classroom is settled before commencing this experience. Have some quiet music ready to play once the art exercise begins.

Teacher: In the work that we have been doing, we have seen how Jesus had a special ability to touch peoples' lives. He accepted people for who they were. He didn't care whether they were rich or poor, male or female, 'good' or 'bad' in the eyes of society. What he did care about was helping them to be their best selves. In our prayer today we are going to listen again to the story of the Cure of the Centurion's Servant that we have already studied in this unit. In this story Jesus recognised the good in the Roman soldier even though he was supposed to be an enemy. Jesus saw the goodness in the man and acknowledged his great faith. As we listen to the reading, think about what Jesus sees when he looks inside of you. What is the goodness he wants to help you show to the world? How do you recognise goodness in yourself and others?

The Word: A well prepared student proclaims Matthew 8:5-13, ending with 'The Gospel of the Lord.'

All: **Praise to You, Lord Jesus Christ.**

Teacher: *Adjust this introduction to suit your particular needs.*

We are going to spend some time quietly painting our feelings in response to this Scripture. There are no right or wrong images. Jesus recognises the goodness in each of us. He asks us to be open to the goodness in other people, just as he was to the Roman soldier. Your painting can reflect a quality in yourself that you would like to develop more; it might show a relationship that you would like to be healed or made stronger; it can be a prayer asking Jesus for help in a certain area of your life or it can give thanks to Jesus for the example he has shown us of how to live, 'life to the full'.

Quiet time for painting

Move quietly to a cleared space and have students sit in a circle with their paintings in front of them. Ask if any students would like to share the prayer behind their paintings with the class. The teacher could first model this.

Concluding Prayer:

Loving God, we place before you our inner qualities and our deepest needs. Help us to follow your influence in all that we do and say, so that we may contribute to your kingdom of love and justice. We make our prayer through Jesus Christ, our model and Saviour.

All: **Amen.**

Possible Assessment Tasks

TASK 1: Recount Writing

PURPOSE

To demonstrate the qualities and values in the life of Jesus.

ACTIVITY

Outline the main events that show the qualities and values in the life of Jesus from the perspective of Luke's Gospel.

1. Read/revise KWL pp. 197–201, 'The Gospels as portraits of Jesus'.
2. Using Luke's Gospel, the student will skim the Gospel for headings, stories and information in order to help them complete the exercise.

	Scripture Reference	Description of the Event	Qualities and Values shown by Jesus
The Poor			
Sinners			
Women			

ASSESSMENT

Correct references, qualities and values of Jesus and good description of events.

TASK 2: Imagined Eyewitness Account

PURPOSE

The revelation of Jesus through the miracles.

ACTIVITY

Read the following Gospel passages:

Mark 3:1–7

Luke 8:22–25

Luke 13:10–17

Imagine you are one of the people in the crowd when these things happened.

What did you see?

What did you think?

What did you say about Jesus to your friends later on?

Write an "I was there ..." account of the story.

ASSESSMENT

Creative account of story.

Resources

Essential Reading

Recommended editions of the Bible are:

Catholic Bible Press 1993, *The New Revised Standard Version: Catholic Edition*, Catholic Bible Press, a division of Thomas Nelson Inc. Nashville, Tennessee.

Darton, Longman & Todd 1985, *The New Jerusalem Bible*. Darton, Longman & Todd Ltd and Doubleday, London.

Brown, R et al. (eds) 1989, *New Jerome Biblical Commentary*. Geoffrey Chapman, London.

Flannery, Austin OP (GE) 1975, Vatican Council II: The Conciliar and Post Conciliar Documents: *Lumen Gentium*, Dogmatic Constitution on the Church; *Gaudium et Spes*, The Church in the Modern World. Liturgical Press, Minnesota.

Teacher Resources

Bozanich, D 2001, *Living Our Faith: Jesus, Word Made Flesh*, Leader's Guide. Harcourt Religion Publishers, Orlando.

Mohi, M (ed.) 2000, *The Many Faces of Christ*. Addwall, Sydney.

Moore, G 2002, 'A Spirituality for Justice', *Catholic Social Justice Series*. Australian Catholic Social Justice Council, North Sydney.

Ryan, M 2003, *Reading the Bible: An Introduction for Students* (section on parables). Social Science Press, Sydney.

Pennock, M 2003, *Encountering Jesus in the New Testament*. Ave Maria Press, Notre Dame.

Pennock, M 2003, *Encountering Jesus in the New Testament (Teacher's Manual)*. Ave Maria Press, Notre Dame.

Classroom Resources

Bozanich, D 2001, *Living Our Faith: Jesus, Word Made Flesh*. Harcourt Religion Publishers, Orlando.

Morrissey, J et al. 1998, *Out of the Desert*, Book 2, Ch. 8. Longman, Melbourne.

Reichert, R 1998, 'Discipleship', *The Crossroads Series*. Brown-Roa, Orlando.

Perry, M (ed.) 1990, *The Dramatised Bible*. William Collins Sons & Co. Ltd, London.

National Centre for Religious Studies 1994, *Understanding Faith Series*, 'The Life and Times of Jesus'. Emmaus Publications, Port Macquarie.

Website

<www.resource.melb.catholic.edu.au> (RESource – Scripture section)

Unit Evaluation

In evaluating the indicators of learning the teacher could consider the following:

- To what extent did students appreciate how the words and actions of Jesus provided a model of living for the people he encountered?
- How well did students describe situations from the Gospels which portray Jesus as the guide to living the Christian life?
- How effectively did students gather information on the way in which people in the Gospels were changed by their response to Jesus?
- To what extent did students demonstrate achievement of standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?