

LOWER KEY STAGE 2/UNIT 2A.4

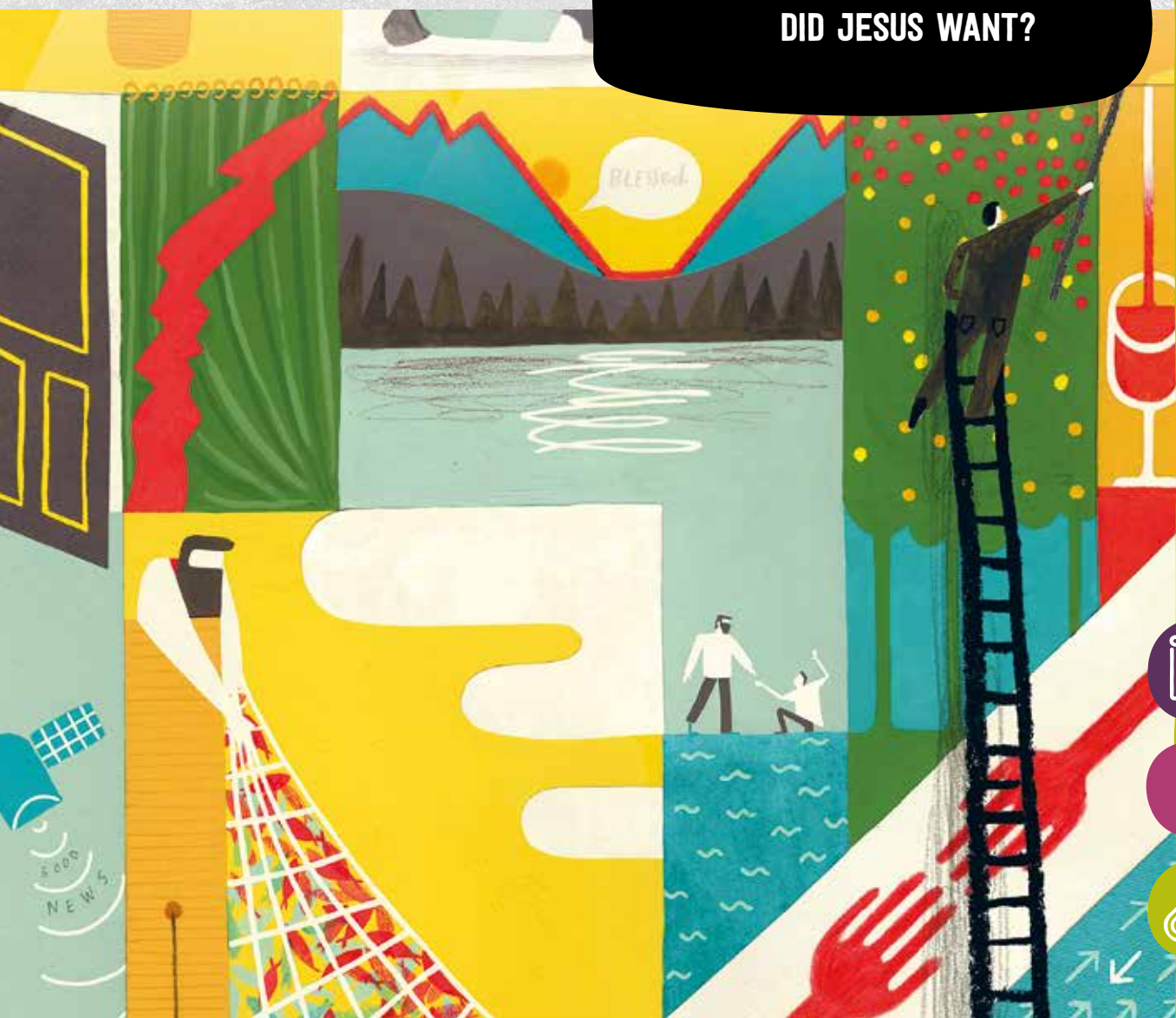
GOSPEL

WHAT KIND OF WORLD
DID JESUS WANT?

GOSPEL

WHAT KIND OF WORLD DID JESUS WANT?

LOWER KEY STAGE 2/UNIT 2A.4



★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

🧱 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.
- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus – they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

NOTE: Teachers should read the Essential Information pages before teaching this unit.

➡ YOU MIGHT LIKE TO START WITH...

Remove the bottom panel from a tin of fruit and empty it of the contents. Replace the fruit with a mixture of orange jelly and ginger/chocolate cake mixed together to resemble pet food. Replace the bottom panel using tape and disguise the tin by sticking a label from a tin of pet food around the curved face. Explain to class you are very hungry, have had no breakfast and have no food to eat at school, therefore you are going to have to eat some pet food. Eat the jelly and cake mix and discuss pupils' reactions. Strip pet food label from tin to reveal fruit label – discuss the phrase 'don't judge a book by its cover'.

🔍 MAKING SENSE OF THE TEXT

- Pupils quickly sketch their three favourite possessions. Underneath, list in order the things they tend to do on a regular weekday.
- Share the start of the story of the calling of the first disciples (Matthew 4:18-19). Pupils pick out what Jesus asks Peter and Andrew to do. Explain that by following Jesus, Peter and Andrew would be giving up a lot. Remind pupils of their sketches and lists – how would they feel if asked to give up so much? Pupils imagine giving up so much by symbolically getting rid of their possessions and daily routines (for example, rubbing sketches and lists out/giving them to the teacher/screwing the paper up).
- Pupils take on role of Peter or Andrew and decide what they might have thought on hearing Jesus' words – write thoughts on fish shapes/thought bubbles. The word 'gospel' means good news. They must have thought that Jesus was good news. In the work that follows, get pupils to look out for anything that might have seemed like good news to the disciples then and to Christians now about what Jesus said and did.
- Finish the story (Matthew 4:20-22). What did James and John leave behind? Although they have given some things up, what special new job have the disciples gained once they follow Jesus? Ask pupils to think what Jesus might have meant by 'fisher of people'. Together, create images of what a 'fisher of people' might do.
- Tell pupils that this is part of a 'Gospel', which means 'good news', and tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include – they don't tell everything he ever said and did. Ask pupils why they think Matthew included this story in his Gospel. Why not just give a list of qualities Jesus was looking for in a disciple – entry qualifications?
- Explain that following Jesus and being fishers of people are actions that Jesus wanted people to do, which is why many Christians today still try to do them.
- Discuss why we don't come to school when ill – we need to get better, we don't want to infect others. Would they want to be near, or touch, someone who was infectious? Look at the Leprosy Mission website (www.leprosymission.org.uk/) and give a quick rundown of what leprosy is, explaining how lepers were viewed in biblical times. Read the story of Jesus healing a leper (Mark 1:40-44). Ask pupils to show amazement on their faces every single time Jesus says or does something shocking. Hold 'community of enquiry'-style discussion in response to 'Why did Jesus touch and heal the leper?' Ensure discussion touches on the importance of showing love to all.
- Relate back to the opening pet-food activity – Jesus taught his followers not to judge people by what they looked like or what others thought of them. Everyone, even outcasts and needy people, were important to him. Remind pupils of learning in KS1's Gospel unit where Jesus even called the hated tax collector to be a disciple. To link with the next section, in the light of what they have read and learned so far, reflect on the unit key question: 'What kind of world did Jesus want?'

NOTES

Matthew 4:19 is traditionally translated as 'fishers of men'. We suggest using a more inclusive translation, for example: the *New Century Version* has: Jesus said, 'Come follow me, and I will make you fish for people.' *The Message contemporary (American) English translation* says: 'Come with me. I'll make a new kind of fisherman out of you. I'll show you how to catch men and women instead of perch and bass!'



UNDERSTANDING THE IMPACT

- Explore how far Christians are making the kind of world that Jesus wanted. Look at some signs from a church noticeboard or website showing what is happening in the community. List a range of these activities and ask pupils to decide which are the most important and why. There will obviously be lots of answers, as toddler groups are very important for young families, shelters very important for the homeless, and so on. Get pupils to offer reasons to say which are more important: worship services or caring for the elderly; celebrating a wedding, a baptism or a funeral; reading the Bible or giving to charity.
- Using the list of activities, ask which ones a church leader (in any Christian church) might be involved in; for example, leading worship services, visiting ill people, meeting parents of a baby being christened, arranging a special harvest service, preaching, talking to people about Jesus, helping with the community's fundraising and so on. Ask pupils to imagine a day (or a week) in the life of a church minister; use blank daily timetables. As a class, fill the first in with activities a church leader might be doing today and the second with activities she/he might do on a Sunday.
- If possible, invite a church leader in – look at and talk about a regular day in their diary, discuss differences on a Sunday. Why did they want to become a minister? What do pupils think the role of a church leader actually is?
- If a member of the clergy cannot attend, go through the activities and decide the attributes of the person needed to do them all. For each activity, also think about whether and how the church leader is following Jesus, fishing for people or trying to be like Jesus. Create a 'Wanted!' poster where the best church leader ever is identified. Pupils should list attributes needed, activities they will be required to do, and how they must live as Jesus wanted. Some pupils may need reminding that any pictures included could show female church leaders as well as male.
- Explain that some church leaders feel they need to go beyond these daily routines in order to show love towards, and look after, people that others do not seem to be taking care of. Take one example from the news (for example, Keith Hebden fasting or John Sentamu cutting up his dog collar – see Resources). Put ten or so clues around the classroom: for example, pictures, quotes and facts about the situation. Pupils take on role of effective detectives to find out what happened in the situation and why the vicar acted in the way that she/he did. In the class debrief after this activity, ask pupils to see if they can make a link with one of the stories of Jesus they have studied in this unit and at other times.



MAKING CONNECTIONS

- Ask pupils to describe what kind of world they would like to see. They might work in pairs or small groups with a picture of a globe – in half of it they write the way the world is, and in the other, the way they would like it to be. They should explain why they want the world like this, and collect some ideas as to actions people would need to take to make the world like this. What actions are they willing to take to bring this kind of world about? Jesus' message is one of love (love *from* God inspiring love *for* God and for others). How important is love in the pupils' ideas about a better world and the steps to get there?
- Ask pupils to describe what sort of world they think Jesus wanted: a world where all members of society are loved, a world where people follow Jesus and his example, and a world where followers spread the word so that others who want to follow Jesus are all included. Compare similarities and differences with their answers to the first task. Ask them to weigh up how far they think acting like Jesus would bring about a better world.
- Give pupils some images showing the world in a state that Jesus would not have wanted: for example, a homeless person with others just passing by, bullying somebody, not forgiving a person who is truly sorry and so on. Put the image in the centre textbox of three boxes on a page, making a triptych. In the left-hand side box, pupils add to, amend and alter the image by sketching to show what a Christian who lives as Jesus would want them to might do in each situation. In the right-hand box, get pupils to draw what they themselves might choose to do in that situation, if they were trying to be really good and kind – it does not have to be the same as the Christian! Ensure that some writing goes with each image to explain how and why it has been changed, and describe what the Christian person might be saying.

SELECT AND WEAVE TOGETHER ACTIVITIES TO ACHIEVE THE OUTCOMES

MAKE SENSE OF THE TEXT







UNDERSTAND THE IMPACT

MAKE CONNECTIONS

OUTCOMES

★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  List two distinguishing features of a parable.
-  Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.
-  Offer some ideas about the meaning of the Good Samaritan story to Christians.
-  Make simple links between the Good Samaritan story and the importance of charity in Christian life.
-  Give some examples of how Christians act to show that they are following Jesus.
-  Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.
- Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.
- Christians try to be like Jesus – they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

➔ YOU MIGHT LIKE TO START WITH...

Give pupils some statements that might make people stop and think (for example, 'When life gives you lemons, make lemonade' and 'If you can't beat 'em join 'em') – discuss their meanings, and which ones make individual pupils stop and think the most. Pupils give each statement a score from 1 if they strongly agree to 10 if they strongly disagree. Show views on human bar chart and discuss results.

MAKING SENSE OF THE TEXT

- Share a story that makes people stop and think due to its meaning: for example *The Boy Who Cried Wolf*. Pupils think of other examples. Link to the story of the leper from Core Learning and point out that Jesus' actions certainly made people stop and think. Explain that stories he told called 'parables' did the same – they are stories with meanings that might be hard to work out.
- Share Luke 10:25–29 with the pupils. Recall learning from KS1 about parables as stories with a 'hidden meaning' (see Unit 1.1). Ask pupils to talk in pairs or fours about what they think the 'hidden meaning' of this story might be. Collect their ideas as first thoughts. They will learn about some 'hidden meanings' Christians learn from Jesus' story.
- Pose the question 'And who is your neighbour?' Pupils can show their responses by writing 'ME' in the middle of a set of concentric circles and the name of a 'neighbour' in each of the others.
- Look at an image of someone being a 'Good Samaritan' in a modern situation (for example, helping a homeless person), and discuss what pupils can see happening. Then show a range of images: for example, policeman, burglar, nurse, someone in handcuffs – pupils sort out who they expect to be the 'goodies' and 'baddies'.
- Read Jesus' reply to the expert in the law (Luke 10:30–37). Ask pupils what answer they think the expert in the Law is expecting? Why? Ask why they think Jesus told this story.
- Use drama to explore the story from the point of view of the different characters. Hot-seat the characters, including the man who was beaten up. Explain that Jesus was talking to many people who did not like Samaritans at all – they would have been shocked to find out that he was the character who eventually looked after the man. Look back at the images of goodies, baddies and someone being a 'Good Samaritan' in the modern era. How shocked would pupils be if the robber was being the Good Samaritan in the picture? Why? Relate this to how shocking people at the time would have found the idea of a Good Samaritan. The people at the time would probably have expected Jesus to say his neighbour was a Jewish person near to them. We expect to admire the priest and the Levite; gauge pupils' opinions on whether we actually admire them in the end (probably not). We do end up admiring the Samaritan – what qualities make us admire him?
- Think, pair, share what Jesus might want people to learn from this story. Have a look at the suggested nine ideas on Resource Sheet 1: some are more likely meanings than others. Recap who Luke 10:27 says people should love (God and neighbour). It might be difficult or dangerous to love a neighbour, but people should still do it. The Samaritan's kindness and love towards others can be seen as like God's kindness and love for people. Talk about those for whom Jesus' teaching is 'good news' and why, and about what kind of world Jesus wanted.



MAKING CONNECTIONS

- Go back to concentric circles activity – pupils may wish to change their choices in light of learning from the story. Ensure that they have included people from their family, their neighbourhood, a different part of England, and a different part of the world. Write or draw a neighbourly action that they could do for each one.



UNDERSTANDING THE IMPACT

- Explain that there are a number of Christian charities set up with the word 'Samaritan' in the title – ask pupils their opinion on why this is.
- Ask pupils to take notes on a section of a film or prepared written information about one Christian charity – give groups different information to take notes on (for example, how the charity was started, what the charity does, who the charity helps, how the charity follows Jesus' teachings, how people can get involved). See the Christian Aid video in Resources for a suitable example here.
- Groups report back from their notes so that the class have a good overall understanding.
- Discuss how pupils think showing love for neighbours could be linked with charitable work. As Jesus showed love for neighbours in both his actions and stories, it is really important for many Christians to do the same. By trying to be like Jesus and follow his teachings, they can get to know him better and better.
- Look at a strapline Christian Aid uses: 'We believe in life before death'. Discuss what pupils think this means. If they do not bring this up, explain that life after death is one important Christian belief, but that the charity wants to help people think about how Christians should also try to improve people's lives here and now, especially those who are poor. Explain that Jesus gave examples of how to live, and the charity thinks it is right to follow this example. By doing so, supporters of the charity are making the world look more like the Kingdom of God, acting in the way Jesus wants and building the kind of world he wants.
- Christians try to follow Jesus in their everyday lives, not just if they work for a Christian charity. In groups, pupils make a list of five things a Christian could do at school or at work to follow Jesus, using their learning from this unit and previous learning.



MAKING SENSE OF THE TEXT

- You might like to extend pupils' thinking by exploring another story of Jesus. Remind pupils about the priest and Levite in the parable of the Good Samaritan. Say that there is another story Jesus told about a time when people were acting in ways the listener didn't expect.
- Tell the story of the Pharisee and Tax Collector (Luke 18:9–14). Pupils will have encountered tax collectors in Year 2 (see Unit 1.4, Gospel), so should be familiar with their reputation. Whilst they are listening to the story, ask pupils to spot who's acting in ways we don't expect. Use a picture (see Resources) and get pupils to annotate it with speech bubbles and thought bubbles, showing what each character is saying and thinking.
- Finish off by pupils thinking of what Jesus's message was in this story. It's not just about people who looked religious and good on the outside but weren't good on the inside – it's also the other way around! Someone who doesn't 'look' good, actually shows an attitude that gets God's approval. Ask pupils to sum up the teaching of Jesus in this story (for example, actions speak louder than words; God loves humility; it's not how you look, it's what you are like in your heart that matters).



MAKING CONNECTIONS

- Collect summaries of the teachings in this unit in a 'memory book' for the class. Why do Christians say these teachings are 'good news'? Talk about whether these teachings are only good for Christians or whether they are good for everyone.
- Go back to the person beaten up in the Good Samaritan story: what kind of neighbour did he need? Who are the 'beaten up' people in the world today? What do they need? Who is being their neighbour? Pupils will have looked at Christian charities earlier, but they should know that it is not only Christians who help others!
- List the challenges that Jesus gives through his actions and stories about how to live (for example, follow his teachings, tell others about his teachings, love God, be kind to people even when others are not, it is not OK if others think you are good but you are not good really, everyone is your neighbour).
- As a whole class, take one of the messages identified and devise a story that would challenge others with the message at its heart. The story should be set in the modern day, as Jesus' stories were set in the modern day when he told them.
- Pupils work individually/in pairs/in groups to choose a challenge from the list and write a different story to make others think. Share these stories with another class during lesson time or assembly through reading or role play. The audience should guess which challenge from the list is the basis of the story.
- Orally, pose pupils the question: 'What kind of world did Jesus want?' Gather the class's responses with this sentence starter: *Jesus wanted the world to be ... so that...*
- Reflect on the impact these ways of acting might make to their class/school/community/world, if people behaved like this. What would be good (or not) about this? Why?

BACKGROUND FOR TEACHERS

In the 'big story' of the Bible, God is seen to be forging a relationship with humanity, taking into account human sinfulness demonstrated in the 'Fall'. He does this in a number of ways. For example, he shows in his relationship with the People of God what it is like to have a relationship with him. Also, God comes to earth as a human, Jesus, is crucified and resurrected – significant as God's rescue mission for humanity, and written about in the Gospels.

Although Jesus' crucifixion and resurrection can be seen as the climax of the Gospels, it is important to remember that before he died, Jesus spent three years preaching. During this time, he taught God's salvation message to those around him. Many of his teachings, stories and actions from this time are recorded in the New Testament. They give Christians guidance on how God wants them to live in

the world. Much of this guidance was new and even contradictory to conventional thinking at the time, so Jesus was showing a new way of living. Many Christians will try to follow Jesus' teachings and emulate his actions in order to come into a deeper relationship with God and know how to live well in a world where sin has an impact.

Christians are inspired by the example and the stories of Jesus. They find them challenging, just as Jesus' listeners did. It is not easy to love the unlovable! It is not easy to keep loving God all the time, either – people can be easily distracted by things that don't matter as much.

They might meditate on these stories, or discuss them in church or in Bible study groups; they will listen to church leaders giving sermons on them, advising Christians how to follow Jesus better.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

THE CALLING OF THE FIRST DISCIPLES

The version of the story used in this unit can be found in Matthew 4:18–22 where Jesus calls the first four disciples: Simon called Peter, Andrew, James and John. It is very similar to the version of the story in the Gospel of Mark.

Some pupils may know the story of the calling of the first disciples from Luke where Jesus performs the miracle of the fish. The story with the miracle is not focused on in this unit so as not to distract from the emphasis on the job of a disciple and the commitment this demands.

Gospel narratives vary on how the disciples are called and we do not read about the calling of all twelve. The Gospel of Matthew records the calling of Matthew the tax collector, which pupils will have

learned about in Year 2. This makes an important statement because tax collectors were unpopular in ancient Israel, so this is another occasion where Jesus' actions show that all are welcome to follow him, regardless of their status or acceptance by wider society.

Instead of a list of rules or instructions, the Gospels tell a story. This opens up the text to readers identifying with the characters. A vicar might identify with Jesus, trying to lead others in their walk with God. Most Christians might identify with one of the fishermen – attracted by the good news, feeling under-qualified, perhaps!

COMMENTARY ON THE TEXT AND ITS MEANING(S)

JESUS HEALS A LEPER

This story is taken from Mark 1:40–44. Although leprosy can be cured in modern times, it could not be cured in the time of Jesus and there was a huge stigma attached to it. Therefore, people would not touch lepers as Jesus does in this story. Those with leprosy (or other skin conditions that may have passed for leprosy at the time) had to follow many rules that affected their whole lives. This was not only about hygiene (and limiting the spread of infection) – rules on being clean or unclean meant that people with skin conditions were

not in a fit state to meet with God: they were ritually unclean (see Unit 2b.3 People of God for more information).

This leper humbly approaches Jesus and his words show that he has complete faith in Jesus' power to make him clean (he does not ask for healing). He also has understanding that he must resign himself to Jesus' will in this matter. Jesus is filled with compassion. He touches a man who most would have deemed untouchable and heals him.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

THE GOOD SAMARITAN

The Good Samaritan story is found in Luke 10:25–37. As with other parables, Jesus does not explain it in detail, but leaves his listeners to interpret the meaning. Over time, people have seen a number of different meanings in the parable, so it should not be assumed that the interpretation in this unit is the only one. However, the reading here is widely known and appropriate for this age range.

This parable starts with a test given to Jesus by an expert in religious law, wanting to know how to inherit eternal life. In the discussion, the lawyer knows the answer: he says “‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’”; and, “‘Love your neighbour as yourself.’” Jesus himself uses this summary of the Law and the Prophets in other Gospels; these verses are often known as the Greatest Commandments. In Luke, Jesus says that the lawyer has made the correct interpretation and will live if he follows these rules.

The lawyer seeks further clarification, however, saying ‘... “And who is my neighbour?” (Luke 10:29), and Jesus answers with the story of the Good Samaritan. It was a story that would shock in a number of ways. Jews and Samaritans were not just two groups who did not get on. The hatred between them was fierce for several reasons, so a Samaritan doing the right thing when the priest and Levite did not would have astonished Jewish listeners. The story structure would lull listeners into a false sense of security. The scenario of three people who could all help the injured man may well have been one that listeners were used to. As the first two were important, religious men, listeners may well have been expecting the third to be a regular Jewish person, but never a Samaritan – so their shock would have been great on hearing this. Jesus’ parables often use a conventional literary structure to surprise people, making them sit up and take notice of his message. This one comes with quite a sting in the tale/tail...

RESOURCES

Archbishop John Sentamu’s symbolic action:
www.theguardian.com/profile/keith-hebden

Revd Keith Hebden’s fast: www.theguardian.com/profile/keith-hebden

Resources from the Parables Project:
www.exeter.anglican.org/schools/religious-education-worship/parables-project

Videos of the Good Samaritan story can be found on both the RE:Quest and BBC websites

If pupils are finding out about Christian Aid, this video may be helpful:

http://learn.christianaid.org.uk/TeachersResources/primary/transform_video.aspx

You may want your pupils to find out about TearFund as your chosen charity – note their excellent Toilet Twinning project!

www.toilettwinning.org

The story of the Pharisee and the Tax Collector – two versions:

www.youtube.com/watch?v=Ufe6zouTq8g

www.youtube.com/watch?v=kLCSVjHKQjk

And an image to use for speech and thought bubbles:

www.jesumafa.com/?dt_portfolio=n-40-the-pharisee-and-the-publican-lk-18-9-14&lang=en

A resource which explores prayer cards and a week in the life of a vicar can be found in *Opening Up RE: Creativity*, ed Fiona Moss (RE Today Services).



GOING FURTHER

- You might like to look at the story of the Widow’s Mite as an example of Jesus’ teachings showing people how to live and act (Mark 12:41–44).
- Some of Jesus’ tougher comments about looking good on the outside but rotten on the inside can be found in Matthew 23:27–28.

WHY NOT LINK WITH...?

Other religions have stories with a sting in the tail. Compare Jesus’ stories with Muslim stories of Mullah Nasruddin, Sikh stories from Guru Nanak, or stories of the Buddha. For whom do they offer good news?

DOWNLOADABLE RESOURCES AVAILABLE AT:
WWW.UNDERSTANDINGCHRISTIANITY.ORG.UK

2A.4 GOSPEL RESOURCE SHEET 1:
WHAT WAS THE MESSAGE OF JESUS' STORY OF THE GOOD SAMARITAN?

Here are some suggestions. Which ones do people think are more likely?
Which ones are best ideas?

Try a discussion 1-1 or 1-to-4 or 4-to-1, depending on the responses of your group.
As people think about the 12 questions below, read each one carefully and get people to decide on the more important message. You could then add a sixth one, something not on the list, and get people to decide on the most important message.

Anyone who needs help is your neighbour.	Never walk alone.	Learn kung fu.
Loving people is very important.	If you're in need, you don't mind where your help comes from.	You share you love God by loving other people.
Keep your eyes open for robbers!	God loves people, whatever they are.	Your enemies may need help some time – and you must help them!

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**WHAT WAS THE
MESSAGE OF JESUS'
STORY OF THE GOOD
SAMARITAN?**