

YEAR

1

UNIT F



JESUS: TEACHER & HEALER

ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the person of Jesus and his ministry as a teacher and healer. The unit will also develop their understanding of what Jesus' ministry reveals to us about God, how the Church continues that ministry today in various ways and how Christians are called to follow the example of Jesus in their lives.

WHERE THE UNIT FITS IN

The unit builds on a few stories that the children will have heard in Reception about Jesus caring for the sick and teaching people about God the Father. This unit also provides the foundation for future learning about parables and miracles in Year 2 and in Key Stage 2.

PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of some of the stories Jesus told
- prior knowledge of some stories about Jesus performing miracles.

SKILLS

Brainstorming, mind-mapping, drama, role-play, recording information, discussion, sequencing, imagining, art, questioning, hot seating, writing, prayer writing.

VOCABULARY

Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep, Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man, miracle, healing.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people. They will also know some of the parables that Jesus told and will be able to explain what he is teaching us through them. They will know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today.	1a 1b	1a 1b 1c
Less able children will know that Jesus told stories and made people better. They will know some of the stories that Jesus told and some of the ways in which he made people better.	1a	1a 1b
More able children will know in greater detail the parables Jesus told and will be able to explain what he is teaching us through them. They will also know ways in which the Church continues Jesus' healing ministry today.	2a 2c	2a 2b 2c

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Hear, read and become familiar with the main events, characters and places in the life of Jesus.

R2 Hear, read and explore and reflect upon a variety of Scripture imagery which speaks of God in the New Testament, stories of significant people.

L6 Hear Scripture passages which reveal God's love.

- Brainstorm to find out what children already know about the life of Jesus. What did he do? What did he say? Who did he spend time with. What did he teach us about God Our Father? Create a mind map to record information.
- Introduce the idea that part of Jesus' role was to teach people about God and about how to live their lives and that he often did this by telling stories called parables. Explain to the children that a parable is a special story with an important message.
- Share the story of the Good Samaritan with the children.
- In groups children to act out the story of the Good Samaritan.
- In groups complete a fact file/character profile on one of the characters from the story. As a class discuss the findings of each group.
- Present the story in jumbled paragraphs. Children to use arrows to show the sequence of the story.
- Prepare a large piece of paper which says "In the story of the Good Samaritan Jesus is telling us...". Put this in an accessible place with pencils and post-its nearby. As the children come to an understanding they can post their idea on the paper.
- What does the parable teach us about right and wrong actions?
- How do you know that what the Good Samaritan did was a right action?
- What would have happened if he had failed to look after the man?
- Imagine that you are the man who was set about by the robbers. Tell your story to the rest of the class. Invite the children to ask you questions about what happened.
- Jesus told the people who heard the parable to go and live like the Good Samaritan. Children to think about different things that they can do in their daily lives to be more like the Good Samaritan. Why do they think it might be important to be a Good Samaritan for others?
- Create some pictures of the Good Samaritan and speech captions for the children to fill in their ideas of how they can take on this role today.
- Share the story of the Prodigal Son with the children.
- In groups prepare a question to ask one of the characters (e.g. Why did you spend all the money? Do you like your brother? etc.)
- Hot seat the different characters letting different children take turns in being the different characters.
- Write a list headed good points and bad points for one of the two sons in the story. This can be done individually, in pairs or in groups.
- Prepare a large piece of paper which says "In the story of the Prodigal Son Jesus is telling us..." Put this in an accessible place with pencils and post-its nearby. As the children come to an understanding they can post their idea on the paper.
- Imagine that you were the father. How did you feel when your son left home? What was it like for you when he was away? What did you think when you saw him returning?
- In this parable we learn about forgiveness. Do you think that we always have to forgive other people when they have done something that is wrong? Why?
- Share with the children the story of the Lost Sheep.
- Fold a piece of paper in half and head each side before and after. The children can draw a picture of the Shepherd showing his feelings before and after he found his sheep. They can add words which describe his feelings.
- Prepare a large piece of paper which says "In the story of the Lost Sheep Jesus is telling us..." Put this in an accessible place with pencils and post-its nearby. As the children come to an understanding they can post their idea on the paper.
- Why did the Good Shepherd go looking for the sheep?
- How did he feel when he found it?
- Do you think the Shepherd forgave the sheep for getting lost? How do you know?
- What does this parable tell us about God? What does it tell us about forgiveness?

LEARNING OUTCOMES

R3 That Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.

- Know and recall a range of stories and events from the New Testament in which Jesus describes and tells us what God is like.

R2 That Scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

- Know the meaning of the word "Parable".
- Know the Parable of the Good Samaritan.
- Understand that it shows followers of Jesus how to live.
- Reflect upon the way they can be a Good Samaritan.

L6 That God's love is a source of joy and trust.

- Know the Parable of the Prodigal Son.
- Understand that it contains important messages about God's forgiveness.
- Reflect on the attitudes of different characters in the parable.

- Know the Parable of the Lost Sheep.
- Understand its message of the joy and forgiveness of God.
- Reflect on the value and importance of forgiveness.

FURTHER DEVELOPMENT

Create a class display entitled "What we know about Jesus."

Children to look at different pictures of the Parable of the Good Samaritan from different sources, comparing and contrasting their message.

Learn some songs about Jesus being the Good Shepherd.

Use the Parable for role-play and class assembly.

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PROGRAMME OF STUDY

TEACHING STRATEGIES

L3 Hear about, read and explore ways in which Jesus showed love and respect for others.

- Give children pictures of characters from all three stories and a word bank. Children to select appropriate words for different characters.
- Write a profile of the character they have chosen using the words from the word bank to describe the character.
- Children need to know that Jesus was a miracle worker, and that the power to perform miracles was a sign of God's power working through him.
- Share the story of Jairus' daughter with the children.
- Retell the story onto tape either in groups, pairs, individually.
- In groups make up actions to accompany the story tape.
- Make lists of words to describe the different characters in the story.
- What does this miracle tell us about Jesus?
- Imagine you are Jairus or his daughter. Write a thank you note to Jesus for what he has done for you.
- Share the story of the Feeding of the Five Thousand with the children.
- Why were they there listening to Jesus?
- What was the journey like on the way there?
- Which words describe the actions of Jesus?
- Imagine you are the boy with the loaves of bread. What would you say to Jesus when you gave him the bread? What do you think Jesus would say to you?
- Imagine that you are one of the people picking up the scraps that were left over. How would you feel when you realised there had been enough food for everyone?
- Retell the story in pictures using a zigzag book.
- Role-play a discussion before and after the Feeding of the Five Thousand between two people who were there.
- Christians today spend a lot of time caring for people in the world who have no food. Find out about the work of CAFOD and Mission Together, to feed and care for starving people.
- Share the story of the healing of the blind man with the children.
- Retell the story in a circle with each child taking a turn to continue the story.
- What do you think it would be like to be blind? Brainstorm words and feelings about this. What couldn't you do?
- How did Jesus change life for the blind man?
- Highlight the words of Jesus and the blind man. What does the story tell you of the blind man's trust in Jesus? What do you learn about Jesus from this miracle?
- Compare the miracle stories by illustrating what Jesus said and did each time he performed a miracle.
- Make posters advertising Jesus coming to town. Prepare simple phrases on the computer which the children can alter in size and font colour, to stick onto their poster.
- Today God's Family care for sick people in a special way.
- Get your priest or a member of the parish to come and talk to the children about how the sick are cared for today.
- Collect some photos of SVP visits, people receiving Communion at home. Discuss the different roles people can choose to play in the parish to care for the sick.
- Talk to the children about pilgrimages to holy places that people who are sick sometimes undertake. Explain that this provides them with an opportunity to pray and ask God to make them well, or help them to cope with their illness.
- Write and send prayers to sick people within the parish. Pray for people who are sick at school and at home.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

L3 That Jesus gives an example of love and respect for others.

- Know the story of Jairus' daughter.
- Understand that Jesus showed real concern and care for Jairus and his family.

- Know the Miracle of the Feeding of the Five Thousand.
- That the miracle teaches us about the special power of Jesus.
- Reflect upon how this miracle might encourage Christians to live their lives.

- Know the Miracle of the Healing of the Blind Man.
- Reflect upon the changes that Jesus brought to his life.

- Know that the Church cares for people who are sick and in need today.
- Think of some ways in which Christians can show care for the sick today.

Create a miracles and parables display in the classroom focused on the words and actions of Jesus.

Create an interactive display for children to retell this miracle.

Role-play a celebration of the Sacrament of the Sick.

RELATED SCRIPTURE

Mt. 22: 34-40 – Jesus Teaches About the Greatest Commandment

Mk. 12: 28-34

Lk. 10: 25-37 – The Parable of the Good Samaritan

Lk. 15: 11-32 – The Parable of the Prodigal Son

Lk. 15: 1-10 – The Parable of the Lost Sheep

Mt. 9: 18-26 – The Healing of Jairus' Daughter

Mt. 14: 13-21 – The Miracle of the Feeding of the Five Thousand

Mt. 20: 29-34 – The Healing of the Blind Man

OTHER LINKS

COLLECTIVE WORSHIP

- Use the parables and miracles studied during prayer time.
- Pray for people who are sick and those who care for them. Remember especially sick people in the parish.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?