

WHO IS JESUS?

Teachers' Guide

Who is Jesus? is a free RME resource created by Scripture Union (SU) Scotland for early and first level learners in the context of Secondary ASN schools. In line with the curriculum, this resource will explore where Christians get their beliefs about who Jesus is.

The lessons and supporting resource pack are easy to access and will provide engaging learning opportunities for learners to develop their knowledge of Christian beliefs and practices.

To ensure the best experience for learners, please download all resources rather than accessing them through your browser only.

Since every lesson meets outcomes from across the curriculum, there are several suggested cross-curricular activities, including outdoor learning, to allow teachers to plan more in-depth interdisciplinary learning if desired.

The contents of the lessons are summarised below.

The supporting differentiated resources can be accessed by registering online at suscotland.org.uk/whoisjesus.

Overview

Lesson 1: The Bible

Before we can trust the truth and accuracy of any learning about Jesus, we need to know the source of our information. The main source for Christians regarding who Jesus is, is the Bible. What is a Bible? What's in it? How do we explore its contents to find out about Jesus? What else can we learn from the Bible? This lesson answers these questions.

Lesson 2: Meet Luke

Having discovered that we learn about Jesus in the Bible and specifically the four gospels, can we trust the gospels? This lesson introduces learners to Luke, a believer in Jesus who wrote one of the gospels. Luke is like believers today in that he never physically met Jesus but knows truths about Jesus and wants to tell those truths to others.

Lesson 3: Miracles – Feeding more than 5000 people

Luke is clear in his writing that Jesus is no ordinary person. In this lesson we learn Luke's account of when Jesus fed many people using very little food. Learners are introduced to the Christian belief that Jesus is powerful and they also explore the importance of sharing.

Lesson 4: Teachings – The Lost Sheep

Luke is also clear that Jesus is a wonderful storyteller and teacher. In this lesson learners follow Jesus' story of the lost sheep and explore its meaning. Learners are encouraged to describe, using words or pictures, how it feels to find something you love that was lost.

Lesson 5: Holy Week

Luke writes more on this last week of Jesus' life than any other period, showing its importance. In this lesson we learn Jesus' story of the rejected son (sometimes known as the parable of the tenants) where Jesus tries to prepare his friends for what will happen to him. Learners are encouraged to research about Christians who are hurt today for their beliefs.

Lesson 6: Jesus Dies

The belief of Jesus being powerful is revisited in this lesson, alongside the Christian belief that Jesus chose to suffer and die. This is in contrast to how events appeared at that time: that it was the Romans and religious leaders who were putting Jesus to death. Learners discover that Christians believe it was out of love for us that Jesus suffered and died.

Lesson 7: The Greatest Miracle – Death to Life

Christians believe that Jesus' resurrection is the most important event in all of history. The truth of this event demonstrates that death is not the end. In this lesson learners explore the Christian belief that Jesus' resurrection means that sin can be taken away from the person who did it by being forgiven by Jesus. Jesus being alive is joyous and continuous so Christians can still speak with him today.



Learning Opportunities within this Resource

Milestone opportunities in this learning

Attention Skills

- Gives shared attention to a range of sensory stimuli, objects, people and/or activities
- Demonstrates extended attention within familiar settings

Preference and Choice

- Shows pleasure/displeasure through:
 - Non-verbal or physical response
 - Verbal response
- Indicates preferences in response to sensory stimuli, objects, people and/or activities

Interaction

- Shows awareness of people and activities
- Demonstrates a clear reaction to people and activities

Making connections (cognitive)

- Notices stimuli
- Follows steps within a familiar routine (for example, transitions between activities)

Self and Emotions

Awareness

- Shows basic emotions through behavioural, physical, facial and vocal expression
- Demonstrates pleasure in response to feedback from others

Regulation

- Accepts redirection when distressed
- Responds to adult support when distressed

Functional Movement

Gross Motor Skills

- Demonstrates control of a body part
- Moves in a range of directions e.g. reaches or moves forwards, backwards or sideways

Fine Motor Skills

- Grasps and releases a range of objects
- Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close)

Coordination

- Starts to coordinate actions (for example, walking and holding an object, reaching for an object, etc.)

Experiences and Outcomes	Milestones
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT O-01c	Demonstrates likes or dislikes for characters, songs, rhymes and/or stories
As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen. LIT O-02a/ENG O-03a	Identifies named objects, pictures or symbols consistently Responds to simple questions by non-verbal or verbal means
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT O-07a/LIT O-16a/ ENG O-17a	Recalls some aspects of a song, rhyme, story and/or text
As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT O-10a	Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings
I enjoy events and characters in stories and other texts, sharing my thoughts in different ways. LIT O-19a	Recognises a character/object in a picture Recalls a character, object or event in a story that is read to them Makes simple comments/responses or asks questions about a story
Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages. LIT O-26a	Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience
I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU O-07a	Splits an item into smaller pieces

Early Level

Experiences and Outcomes	RME Benchmarks
<p>As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. RME O-01a</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME O-07a</p>	Identifies and discusses at least two aspects of a religion.
<p>As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME O-02a</p>	Shares thoughts about what is fair, unfair, caring and sharing.
<p>I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives. RME O-03a</p>	Shares thoughts and asks and answers questions to show and support understanding about at least one celebration, festival and custom in Christianity.

First Level

Experiences and Outcomes	RME Benchmarks
<p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a</p> <p>By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b</p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-01c</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 1-07a</p>	<p>Describes, discusses and expresses an opinion with at least one reason on at least one belief from Christianity</p> <p>Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions</p>
<p>Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a</p> <p>I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b</p>	<p>Describes and discusses at least one value from Christianity</p> <p>Describes and discusses at least one personal value and at least one example of how own values might affect actions</p>
<p>I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 1-07a</p>	<p>Describes and discusses the significance of at least one special celebration in Christianity</p>