

YEAR LEVEL	1 & 2
TITLE	The Good News
STRAND	SCRIPTURE
SUGGESTED DURATION	4 - 5 weeks
ENDURING QUESTIONS	<p>What is Scripture?</p> <p>How does God's word affect my life?</p>



Unit Focus

In this unit students will be introduced to stories from the Bible about the Good News that Jesus teaches. They will be provided with opportunities to locate the four Gospels within the New Testament and to read and listen to Gospel stories. Students will reflect on the messages in the scriptures.

Achievement Standards

By the end of **Year Two**:

Students recall and reflect on familiar scriptural material.

Unit Outcomes

By the end of this unit students should be able to:

1. Name the four Gospels in the Bible along with their placement at the beginning of the New Testament.
2. Identify the words 'Good News' meaning the 'message of Jesus'.
3. Consider ways that they can be the 'Good News' for others.

Key Understandings for Students

- The Bible contains four books of the Gospels.
- The Gospels contain stories about Jesus as well as stories that Jesus told.
- Jesus is our model and chose to teach others through His use of stories.
- The Scriptures tell us about God's love for us; we learn from them and pray with them.
- The Scriptures provide opportunities for us to think about and reflect on our lives.
- Jesus taught using parables and stories.

Student Context

Students in Years 1 & 2 are becoming aware of consequences in their lives and the importance of decisions that they make. These decisions impact themselves and those around them. Scripture provides opportunities to learn more about Jesus and His teachings as well as the affect decisions have on self and others.

Students at this level are able to share their experiences openly and willingly.

Theological Background for Teachers

- St Paul brought the good news of Jesus Christ and a vision for bringing God's kingdom on Earth. Without the benefit of modern communications or transport Paul brought the good news to the Gentiles and then supported the communities he had visited.
- While there are four Gospel accounts, it is important to understand that there is only one Gospel – the 'Good News' of what God has done for us through Jesus Christ.
- This topic introduces students to the four Gospel accounts – Matthew, Mark, Luke and John – contained within the canon of the New Testament
- In each of the evangelists' distinct accounts there is one central theme namely Jesus Christ, the Saviour, whose coming brought God's reign of love, justice and peace among us. The gospels show us how Jesus brings this about through his life and teachings, but especially by his death.
- When Jesus spoke to the crowds (the group of people who had not yet decided to become his disciples), he shared stories to express symbolically who and what God and his kingdom are like. Most of the time, people didn't completely understand what he was trying to say. This is because the parables that Jesus shared always shocked them. These simple, shocking stories stuck with people. They were hard to forget. They almost always shattered some kind of misconception about the world, God, and how we should act toward one another.
- Many of Jesus' parables refer to simple everyday things, such as a woman baking bread (the Parable of the Leaven), a man knocking on his neighbor's door at night (the Parable of the Friend at Night), or the aftermath of a roadside mugging (the Parable of the Good Samaritan), yet they deal with major religious themes such as the growth of the Kingdom of God, the importance of prayer and the meaning of love.
- Jesus is 'Good News' because what God brought about in Him is what God intends for us – glorifying us, leading us towards the divine and to eternal life – by our participation in God's life through the life of the Church. The 'Good News' is the basis of the Church's liturgy, sacraments, prayer, teaching, mission and service.
- The Scriptures tell us about God's love for us and we learn from them and pray with them (CCC 104, 125).
- The Gospels tell us about Jesus' life (CCC 125,126).
- Traditionally Matthew, one of the 12 Apostles, was said to be the author of Matthew's gospels but this is now disputed. The Gospel of Matthew is mainly written for the Jewish people, to show them that Jesus is really the Messiah; it regularly references Jewish scripture from the Old Testament. Like the Gospels of Mark and Luke, Matthew's Gospel tells many stories about Jesus' life.

- Mark's gospel introduces us to Jesus, a Jew from Galilee whose story is mostly set in the Galilean countryside. Mark's whole gospel is centred on unfolding the mystery of who Jesus is. In Mark's eyes we meet a messiah who heals the sick and preaches with authority, forgives sins as only God can do. For Mark, Jesus welcomes outcasts, offers forgiveness to sinners and casts unclean spirits out of tormented sufferers. Jesus silences the wind and the storm, and, all the time, living, teaching and modelling, that the kingship of God has entered the world in a new way in acts of service and selfless giving.
- The Gospel of Luke is the third and longest book of the New Testament and comes after the Gospel of Matthew and the Gospel of Mark. The gospel is believed to be written by Luke, who was a friend of the Apostle Paul. Luke was a doctor. Unlike the gospel writers Matthew, Mark and John, Luke was probably not Jewish but Greek. He wrote his gospel mainly for non-Jewish people (who were called Gentiles by the Jews). Luke wrote to prove that Jesus is the Son of God. He tells more about the Virgin Birth of Jesus than the other gospel writers.
- As the latest of the four Gospels to be written, most scholars concur that the Gospel of John's full text first emerged in the latter part of the First Century. Where the work was written is not explicitly proven. The Gospel of John examines the question of 'Who is Jesus?' The Gospel's audience was a community of disciples who already believed. The goal of the Gospel was to strengthen their confidence in the Jesus to whom they had already devoted their lives, not to provide them with more historical information about the deeds and teachings of Jesus.
- The Gospels of Matthew, Mark and Luke are called the **synoptic** gospels because they have many of the same stories and language. "Synoptic" means 'seen with one eye'.
- Luke wrote another book which is fifth in the New Testament, the Acts of the Apostles which tells what Jesus' disciples did after his rise back to Heaven

Scripture

(Suggested scripture features ideas from each liturgical year together with explicit suggestions to support engagement in this learning)

Year A (Matthew)	Year B (Mark)	Year C (Luke)
<input type="checkbox"/> Parable of the Leaven (Matthew 13:33) <input type="checkbox"/> Parable of the Lost Sheep* (Matthew 18: 12-14)	<input type="checkbox"/> The Blind Beggar (Mark 10:46-52)	<input type="checkbox"/> Parable of the Good Samaritan* (Luke 10:25-37)

*Denotes Godly Play

Mark 1: 16-20 - Follow Me - Godly Play (Appendix 1)

Luke 9: 10-17 - Too Many Mouths to Feed - Godly Play (Appendix 2)

Matthew 18: 12-14 - The Lost Sheep - Godly Play (Appendix 3)

Luke 8:1

After this, Jesus traveled about from one town and village to another, proclaiming the good news of the kingdom of God. The Twelve were with him.

Major Assessment Task

Assessment tasks for this unit may include:

- Choose one scriptural text from the Gospels to create your own Godly Play experience. Record this story using iMovie, or a platform of your choice, for your classmates to view during prayer time.
- Design a poster with a slogan for display in your classroom or school. Choose one of the scripture texts that has been read in class time (e.g. The Parable of the Lost Sheep: *"You are my little lamb. I care for you!"*; John 10:10 *"I have come that you will have life and have it in abundance"*: I can give life to others!)

Suggested Learning & Teaching Experiences

Focusing Activity: Break open the word 'news' and then explore 'good news', allowing students to share their personal stories and experiences of good news. What makes something 'good news'? Who shared the good news with you? Brainstorm together and list all the possible stories/experiences of good news. When have you heard good news or told some good news? How did you feel as the person who either told the news, or received the news?

- Compose a class definition of 'Good News'. This definition may change over time as you revisit it after further reading of some Bible stories.
- The Bible is separated into two books: The Old Testament and The New Testament. The Old Testament includes historical texts before the birth of Jesus. The New Testament contains four Gospels where we read about Jesus' life and the Good News that He brought to all. Choose an experience or a picture story book which all students have engaged with. Use the teaching strategy of the 5W's (Who, What, Where, When, Why) to recount the experience or story allowing students to work either individually or with a partner. Following an opportunity to share these recounts, highlight that recounts are usually different. Just as these recounts are different, so too are the four Gospel accounts in the New Testament. The Gospel writers recounted their stories of Jesus and His followers as they knew them.
- Locate the Gospel of Luke in the Bible. The story I am going to tell you comes from Luke's Gospel (9:10-17): The Feeding of the 5000. This story has been retold in each of the four Gospels. As we listen to the story we will consider each of the 5W's. Use a table to highlight each of the elements (Who, What, Where, When, Why). Students make the connection with their own recounts which were previously written. What is the 'Good News' of this story from Luke? Not only were the 5000 fed with fish and bread, Jesus wanted all to be fed. Jesus wants to be with us all. He is the Good News for us. He does not want anyone to be left out. Continue to make comparisons between each of the remaining three Gospel accounts of the story. The 5W's document will be a growing document to highlight the different recounts.
- Use Godly Play: Feeding of the 5000 to demonstrate a retell of the story. Following engagement, students complete a graphic retell of the text (e.g. comic strip, animation, Google slides). Students engage in a Gallery Walk to witness the different retells in the classroom. Gather as a class to share what you See, Think, Feel, Wonder about what you have seen.
- Recall the definition of 'Good News' which was co-constructed earlier. Are there any changes/adjustments that we need to make to our class definition?

- After reading 'The Feeding of the 5000', ask the students a series of questions that provide an opportunity for them to relate the story to their life. For example:
 - How are you like the . . . in the story?
 - Have you ever . . . like this story?
 - Is anyone like the . . . in the story?
 - Who are they . . . in the story today?
 - If you were the . . . in the story, how would you react?
- Read the Parable of the Leaven (Matthew 13: 33). Explain that Jesus told parables to share with the disciples important lessons about God's Kingdom. Make bread together demonstrating the amount of yeast used in comparison to the amount of flour. Students are to make their own bun and decorate it to make it their own (eg. cross on top, initials).
- Share the Parable of the Lost Sheep. Before sharing the parable with the students explain some key terms in the text such as shepherds. This website has some background information to support this <https://scripture.catholic.edu.au/>. Students engage in the Godly Play of the text and then complete their wonderings.
- Students view this clip of the Lost Sheep <https://www.youtube.com/watch?v=tyWZeOlaRo4&t=9s>. Students respond to the clip using the strategy of the 5W's used earlier in the unit.
- Read Mark 1:16-20 (Jesus Calls the First Disciples). Explain that this text is from the Gospel of Mark. Students illustrate this text adding voice bubbles to demonstrate who speaks. Engage in a Godly Play for this text.
- Provide boxes named for each of the scripture texts explored in this unit. Students reflect on each text and construct or bring along symbols for each story and place them into the correct box.

Prayer Ritual

Gather students around the prayer space which includes a Bible, crucifix, candle and a prayer cloth.
Read one of the parables that has been a focus during one of the lessons in this unit.
Students are asked to share their favourite parable from the Bible and explain why.

Leader: In the Gospel readings we have learnt about Jesus and his use of stories to teach us to be the Good News to others. Reading these stories helps us to know more about Jesus and how he wants us to live.

Select a song to play

(e.g. "These Hands" by Andrew Chinn or 'Alive' <https://www.youtube.com/watch?v=h8WgTS1hft0>)

Leader: Lord, you told stories to people to teach them how to be the best that they could be. Help us to spread the Good News and show others how to play, live and speak. Help us to live the way that Jesus did as we help others.

We make this prayer, through Christ our Lord.

ALL: Amen.

Appendices

Appendix 1: Godly Play - Follow Me

Appendix 2: Godly Play - Too Many Mouths to Feed

Appendix 3: Godly Play - The Lost Sheep

Appendix 4: Godly Play - Parable of the Good Samaritan

Appendix 5: Highly Recommended Texts.

	Year A (Matthew)	Year B (Mark)	Year C (Luke)
Scripture	<input type="checkbox"/> Parable of the Leaven (Matthew 13:33) <input type="checkbox"/> Parable of the Lost Sheep* (Matthew 18: 12-14)	<input type="checkbox"/> Parable of the Sower* (Mark 4:3-8) <input type="checkbox"/> The Blind Beggar (Mark 10:46-52)	<input type="checkbox"/> Parable of the Good Samaritan* (Luke 10:25-37)
Games			<p>* 'The Missing Sheep' (Luke 15: 1-7). One player acts as the Good Shepherd. While this player leaves the room, the others (the sheep) choose somebody to hide and be the lost sheep. Upon returning the Good Shepherd must work out which sheep is missing by looking at the sheep that are left. (The Good Shepherd cares for his sheep. He searches for the lost sheep and calls each sheep by name).</p> <p>'Good Samaritan Relay Race' (Luke 10: 25-37). Each team is set up with three runners and one victim, stationed halfway up the track. The first two members of the team are the priest and the Levite. They run past the victim and back again without stopping. The third is the Samaritan. This player runs up, wraps the person in toilet paper bandages, anoints their wounds (this could be done with a dry cloth, or chocolate sauce, depending on how messy you want things to get), and runs with them to the turning point (the inn). Then they run alone back to the start. The first team to get their victim treated and taken to the inn, and the Samaritan to return home, is the winner. (Sometimes we can get so caught up in our own race that we don't notice those around us who need our help. Jesus calls us to be like the Samaritan).</p>