

1.1 Who was Jesus?

Learning objectives

- You will ...**
- learn some beliefs and facts about Jesus
 - investigate characteristics of Jesus
 - compare and contrast ways in which Jesus is shown in art.

Jesus lived in **Palestine** in the first century.

Jesus **preached** about a way of living which meant that people should 'love their neighbour'.

After the death of Jesus, his disciples continued to spread his teachings and by 50ce these teachings led to the start of a new religion, **Christianity**.

When he was about 33 years old Jesus was **crucified**. According to the Bible account, he was **resurrected** from the dead.

In the last three years of his life, Jesus travelled around Palestine with a group of friends and followers called **disciples**.



Many actors have played the role of Jesus in film and television. The actor Robert Powell, shown above, played the role of Jesus in the 1977 TV mini-series, *Jesus of Nazareth*.

The actor Joseph Mawle also played the role of Jesus in the BBC drama, *The Passion*. When describing his preparation for the role Mawle said, 'When I started doing research and looking at books, there was one quote that really resonated with me which was, "God didn't cheat". What this means to me is that Jesus was a man.'

Knowledge check

- 1 Where did Jesus live?
- 2 What is the name given to his group of followers?
- 3 What did Jesus do?
- 4 Why did the leaders at the time dislike the teachings of Jesus?
- 5 What does the Bible say happened after Jesus died?
- 6 What is the name of the religion that began as a result of the new ideas that Jesus and his disciples taught?

Jesus in art

Throughout history Jesus has been shown in art to help people understand what Jesus was like, why Jesus is important to believers and also to help people worship. The images of Jesus change according to the country where the art is produced and the cultural background of the artist. The artwork may also have been produced to teach people about Jesus. For example, a picture of Jesus as a warrior might show that although Jesus was a peaceful man he also fought for what was right. A picture of Jesus as a baby in the arms of Mary shows that he was very human.



In this picture Jesus is shown as a king. This is not how he would have looked when he was living so why do you think he has been drawn like this?

Activity A

- 1 Look at the pictures of Jesus (left and on pages 6–7). Each picture shows a characteristic of Jesus. A characteristic is a distinguishing feature used to describe something or someone.

Some characteristics a Christian might use to describe Jesus include:

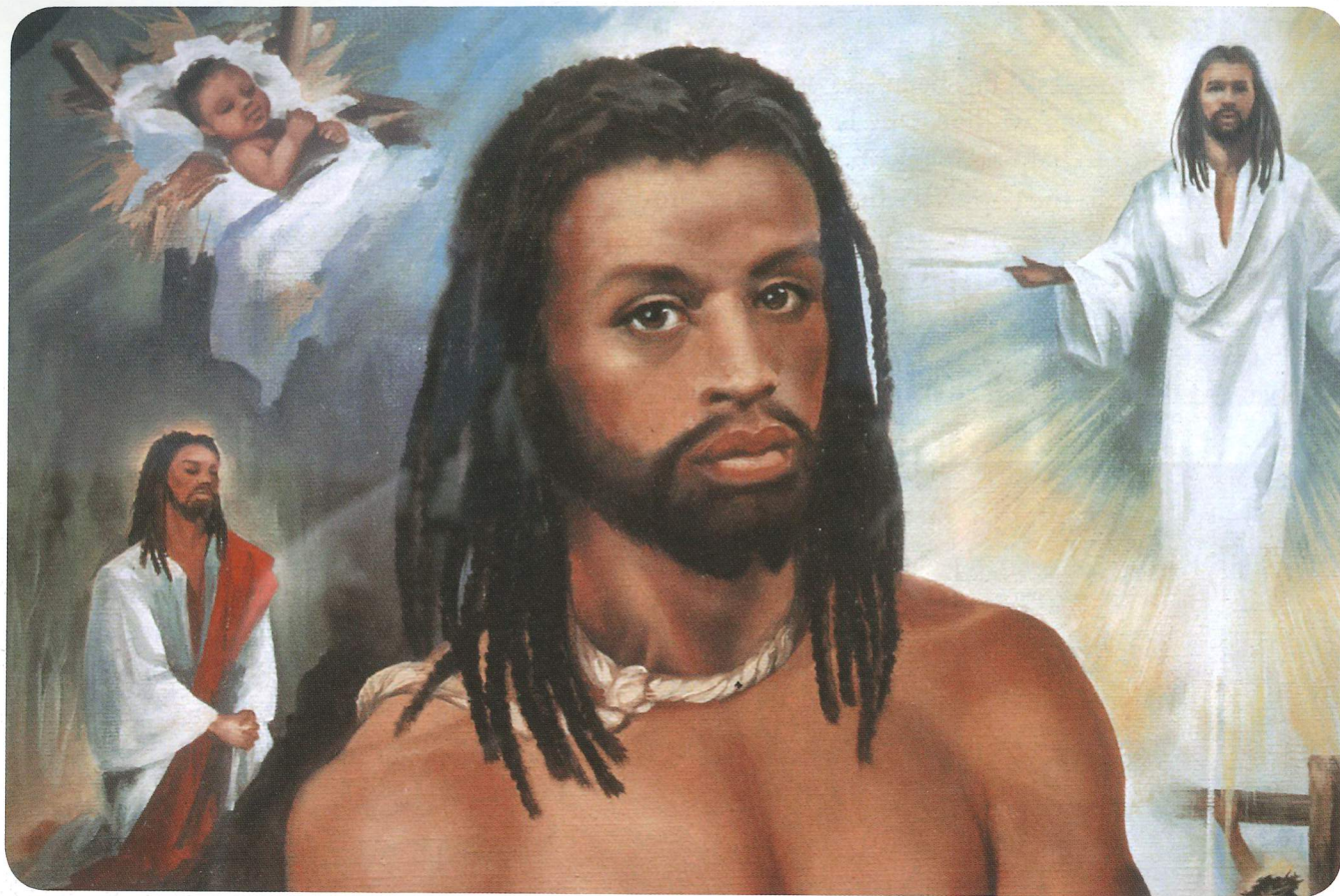
loving, long-suffering, king-like (majestic), peaceful, human, brave, God-like, faithful, honest, servant-like and powerful.

Can you think of any more?

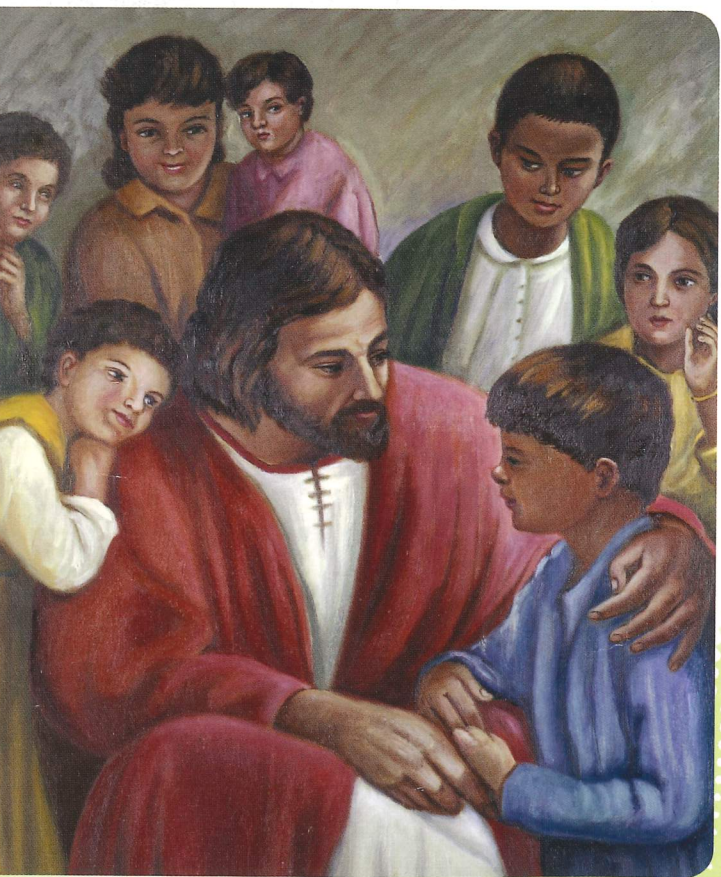
- 2 Which characteristics or descriptions are shown in the pictures?

Activity B

- 1 Choose two of the pictures on pages 5–7 that interest you. Write down at least three reasons why you have chosen them.
- 2 In groups, discuss the various pictures and decide which one your group thinks is the best at showing the characteristics of Jesus and why.
- 3 Explain your group's decision to the rest of the class in a brief presentation.



Here Jesus is shown as being of African descent. Why is this picture important to many people?



Look at this picture. What does it tell us about Jesus as a person?

Activity C

- 1 Imagine you are a journalist for a newspaper. You want to find out what sort of character Jesus had. What questions would you ask? Think about how Jesus might have answered them. Use the information on page 4 to help you.
- 2 Write a newspaper article about Jesus and include a description of what he was like. You could include your questions and how you think he might have answered them.



This picture shows what the crucifixion would really have been like. What do you think it teaches about the humanity of Jesus?

Activity D

- 1 Find some more pictures which show different characteristics and features of Jesus. You could look in books or search the Internet. Type 'Jesus' into a search engine, such as Google™, and click on the 'images' option.
- 2 Investigate when these images were created, who created them and why.
- 3 Make a display using the pictures and include explanations of what each picture shows about Jesus.

1.2 What did Jesus teach?

Learning objectives

- You will ...
- learn about what Jesus taught
 - understand how Jesus taught
 - explain why the teachings of Jesus are important for Roman Catholic Christians.

Jesus taught a new way of life to his followers. Jesus was brought up in the Jewish faith, so much of his teaching followed the Jewish style of teaching. He referred back to the Jewish scriptures, the Tanakh, which Christians call the Old Testament, and he used **parables**, which are stories that have hidden meanings, to teach with.

Jesus taught about the **Kingdom of God**, which is the place that God rules over. Some Christians think this is **heaven** whilst others think it describes this earth, once everyone obeys God. Most of Jesus' teaching about the Kingdom of God was in parables so people could understand them in their own way. Jesus referred back to Old Testament writings to provide authority for his teachings about the Kingdom and about the **Messiah**.

Jesus also taught his followers through his actions – the way he treated others and the things he was able to do. Jesus' miracles convinced his followers that he was the Messiah, because he was able to break the laws of nature. The way he treated outcasts (people who were not accepted in society) gave an example to his followers that they should treat these people as equals.

Parables

Jesus taught using parables which was a popular Jewish teaching method, and people who heard them were able to relate the stories to their lives and to remember them. Parables had to be thought about and interpreted by the person who heard the story.

The Parable of the Good Samaritan in Luke 10:25–37 was taught to the followers so that they understood that their neighbour was everyone; so that they would learn to love and care for everyone they met.

In the parable, Jesus is replying to the question 'who is my neighbour?'

Knowledge check

- 1 What main things did Jesus teach?
- 2 Which faith did Jesus follow and use in his teaching?
- 3 What were the stories called that Jesus used to teach with?
- 4 Why did Jesus use the Jewish scriptures (Old Testament) in his teaching?
- 5 What did Jesus teach by the way he lived and behaved?

The Parable of the Good Samaritan

'A man was going down from Jerusalem to Jericho, when he fell into the hands of robbers. They stripped him of his clothes, beat him and went away, leaving him half-dead. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. The next day he took out two silver coins and gave them to the innkeeper. "Look after him," he said, "and when I return, I will reimburse you for any extra expense you may have."'

Luke 10:30–35



The Good Samaritan, drawn by the Christian Chinese artist, He Qi.

Activity A

- 1 Read the story of the Good Samaritan. Who should have looked after the traveller? Why?
- 2 Why did the Samaritan stop and care for the traveller?
- 3 What made Jesus tell the Parable of the Good Samaritan?
- 4 Explain why telling the Parable of the Good Samaritan was a good way of teaching.

Another parable was used to explain the idea of the Kingdom of God. The Old Testament taught Jewish people that the Kingdom of God would be created when the Messiah was born as a powerful political leader who would give the Jewish people the Promised Land to rule over. To Jewish people the way to get into the Kingdom was to follow all the laws laid out in the Jewish scriptures and to be a follower of God.

The Parable of the Sower showed people that it was the way that they reacted to God's word that would bring about the Kingdom of God, and it also hinted that the Kingdom would be big enough for everyone. Jesus realised that people might not understand what he meant so he explained it in a story.

The Parable of the Sower

A farmer went out to sow his seed. As he was scattering the seed, some fell along the path; it was trampled on, and the birds ... ate it up. Some fell on rock, and when it came up, the plants withered because they had no moisture. Other seed fell among thorns, which grew up with it and choked the plants. Still other seed fell on good soil. It came up and yielded a crop, a hundred times more than was sown.

When he [Jesus] said this, he called out, 'He who has ears to hear, let him hear.'

This is the meaning of the parable: The seed is the word of God. Those along the path are the ones who hear, and then the devil comes and takes away the word from their hearts, so that they may not believe and be saved.

Those on the rock are the ones who receive the word with joy when they hear it, but they have no root. They believe for a while, but in the time of testing they fall away. The seed that fell among thorns stands for those who hear, but as they go on their way they are choked by life's worries, riches and pleasures, and they do not mature. But the seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.

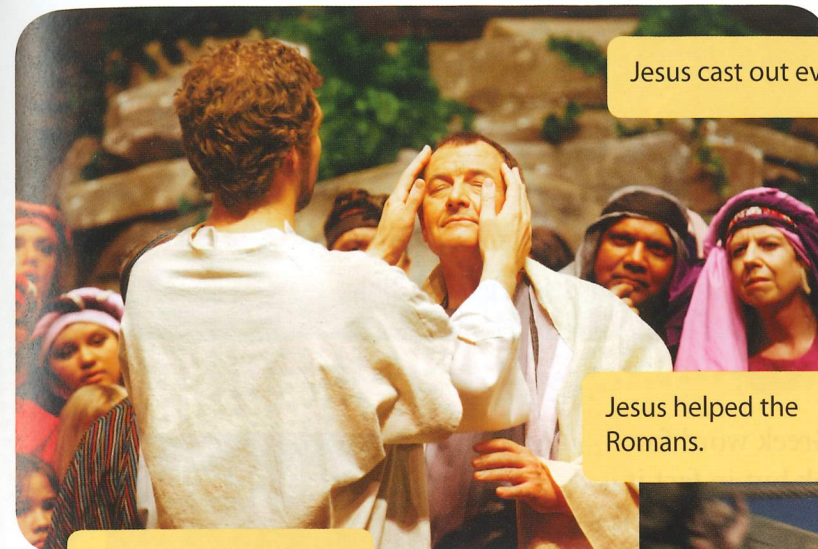


Luke 8:5-8, 11-15

Activity B

- 1 Read the Parable of the Sower. Think about the people listening. Why do you think Jesus used seeds in the story?
- 2 If this took place today what might be used instead of seeds and types of soil? Why?
- 3 Draw eight pictures to illustrate the four types of soil and the type of people they describe.
- 4 Do you think this parable is important for people living today? Why?

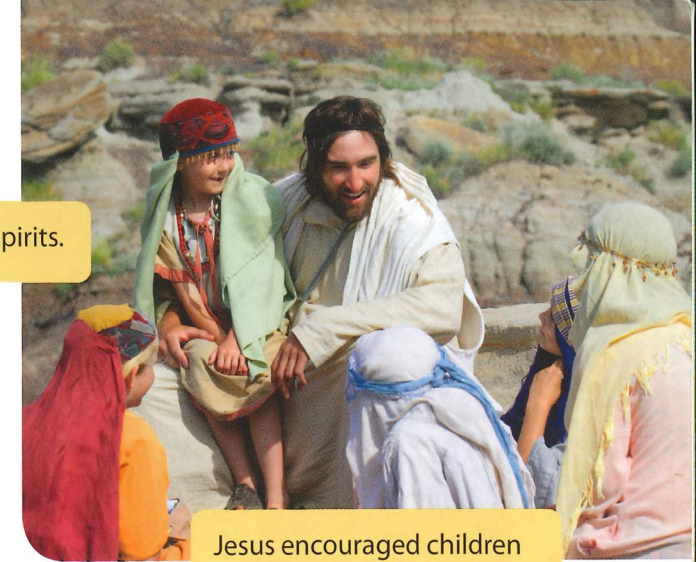
Jesus' actions



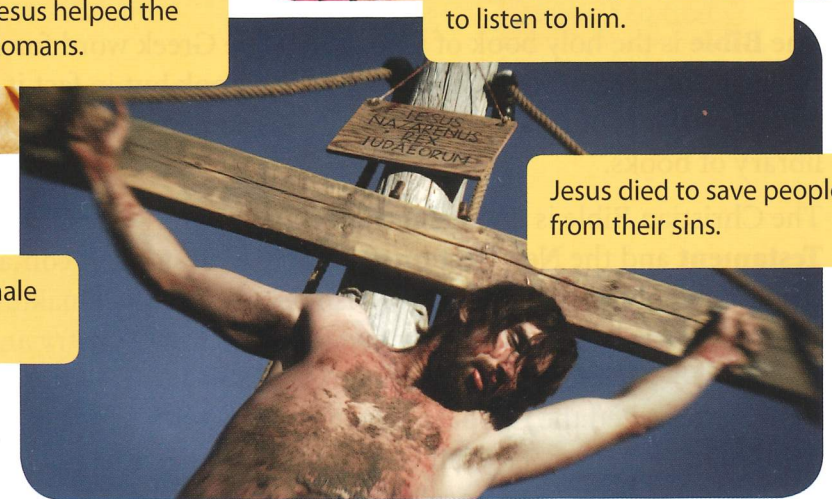
Jesus healed the sick.

Jesus cast out evil spirits.

Jesus helped the Romans.



Jesus encouraged children to listen to him.



Jesus died to save people from their sins.

Jesus had female followers.

Jesus taught by what he did.

Activity C

- 1 Look at the picture montage above of Jesus doing different things.
- 2 Using the examples of what Jesus did in the pictures and boxes above, copy and complete this table:

What Jesus did	Why was this different from what most people did at the time?	What did Jesus teach by doing this?
Jesus healed the sick.		

- 3 In pairs, compare your tables and add anything that you have not already written.

Activity D

Many Christians try to live by following the idea 'What Would Jesus Do?' (often abbreviated to WWJD).

- 1 Explain what you think the idea 'What Would Jesus Do?' means.
- 2 Explain why it is a good idea to try and live according to WWJD.
- 3 Explain why it might not be a good idea to try and live according to WWJD.

1.3 What is the Bible?

Learning objectives

- You will ...
- learn what the Bible is
 - understand why the Bible is important to Christians
 - think about how and why Christians use the Bible.

The **Bible** is the holy book of Christians. The Greek word for Bible, *biblia*, means books. It looks like one book but in fact it is made up of lots of smaller books, bound together, so really it is a library of books.

The Christian Bible is divided into two main parts – the **Old Testament** and the **New Testament**. The Old Testament contains the Jewish holy writings, which Jewish people call the Tanakh. It contains law books, history, knowledge (wisdom), poetry and prophecy. The New Testament contains four accounts of the life of Jesus called the **Gospels**, Acts of the Apostles which is an account of the early Christian Church, 21 letters written by the first Christians and the Apocalypse which is a revelation of the return of Jesus at the end of the world.

Each book is divided into chapters, and each chapter is divided into verses. In order to find a line in the Bible you need first to find the book, then the chapter and then the verse. It is written like this: Luke 24:32 – the book referred to here is Luke, Chapter 24 and Verse 32.

Knowledge check

- 1 What is the Bible?
- 2 Which faiths believe the Bible is a holy book?
- 3 Why is the Bible like a library?
- 4 How many parts is the Bible divided into?
- 5 What are the two main parts of the Bible called?
- 6 What does the Old Testament contain?
- 7 What types of writing are included in the New Testament?
- 8 Find Luke 24:32 in the Bible – what does it say?

Activity A

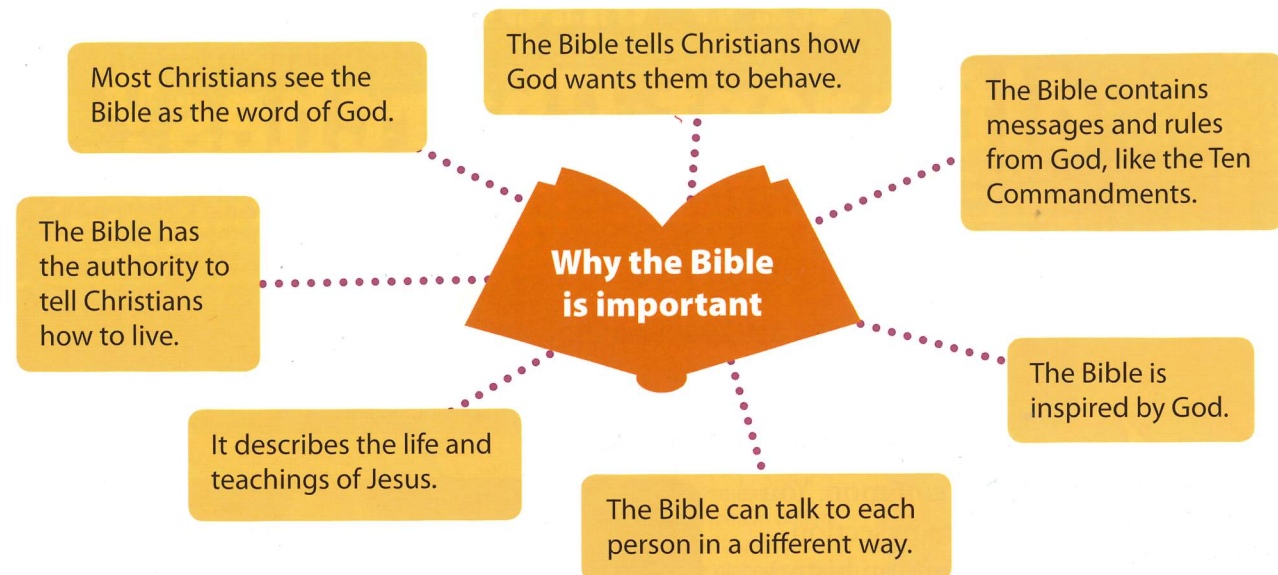
- 1 Look at a copy of the Bible. Find the contents list. How many books does the Bible contain?
- 2 Find the part in the Bible where the Old Testament finishes and the New Testament begins. What percentage of the Bible is Old Testament and what percentage of the Bible is New Testament? Can you think of any reasons why this is the case?

Activity B

Look at the spidergram opposite. A Christian might describe the Bible as a guide for living.

- 1 Why should Christians follow what the Bible teaches?
- 2 Can you think of any other reasons why the Bible might be important for Christians?
- 3 Rewrite the spidergram as a list. Number the reasons in order of importance, with 1 being the most important.

How and why Christians use the Bible



I use the Bible when I am on my own. When I need to make a decision I look in it for advice. When I am lonely I read it for company. When I am worried I find passages that comfort me.



I also use the Bible when I am worshipping with others in church or at my prayer group. We look at readings and discuss what God might be trying to teach in the passage.

Activity C

- 1 Read the speech bubbles above. Now design a booklet for a seven- or eight-year-old child explaining ways that they could use their Bible. You could refer to:
 - using the Bible in church and using it at home
 - rules, e.g. the Ten Commandments
 - how it can show you how to deal with problems, e.g. 'love your enemies'
 - how it can make you feel better, e.g. 'the God of love and peace will be with you'.
- 2 In groups, analyse your booklets and decide which one your group thinks is the best at explaining how to use the Bible.

Activity D

Some Christians think that the Bible is the actual word of God. Others think that the Bible was inspired by God but written by people in the best way they could.

- 1 Do you think these different views mean that some Christians might see the Bible as more or less important? Why?
- 2 Do you think these different views might make a person use the Bible in different ways? Why?
- 3 Find out more about what Jewish people call their scriptures. Why would they not refer to them as the 'Old Testament'?

1.4 Why are there different Churches?

Learning objectives

- You will ...
- understand what Christians have in common
 - find out why there are different Christian Churches.

All Christians have beliefs in common. You will find out more about them in section 2.5. Christians also have a common history dating back to the New Testament because the teachings of Jesus and his disciples are common to all Christians.

When people are part of a group with shared ideas, they sometimes disagree about the way things should be done and which things are more important; for example, how to worship. The Christian Church is just like this, and part of the Church's history includes times when these differences have caused the Church to divide. The different Churches that were formed are all still Christian because they all believe that Jesus is the Christ – God – so they are called Christian **denominations**.

When leaders from different denominations meet, they discuss common beliefs in order to bring the Christian Churches closer together. This is called **ecumenism**.



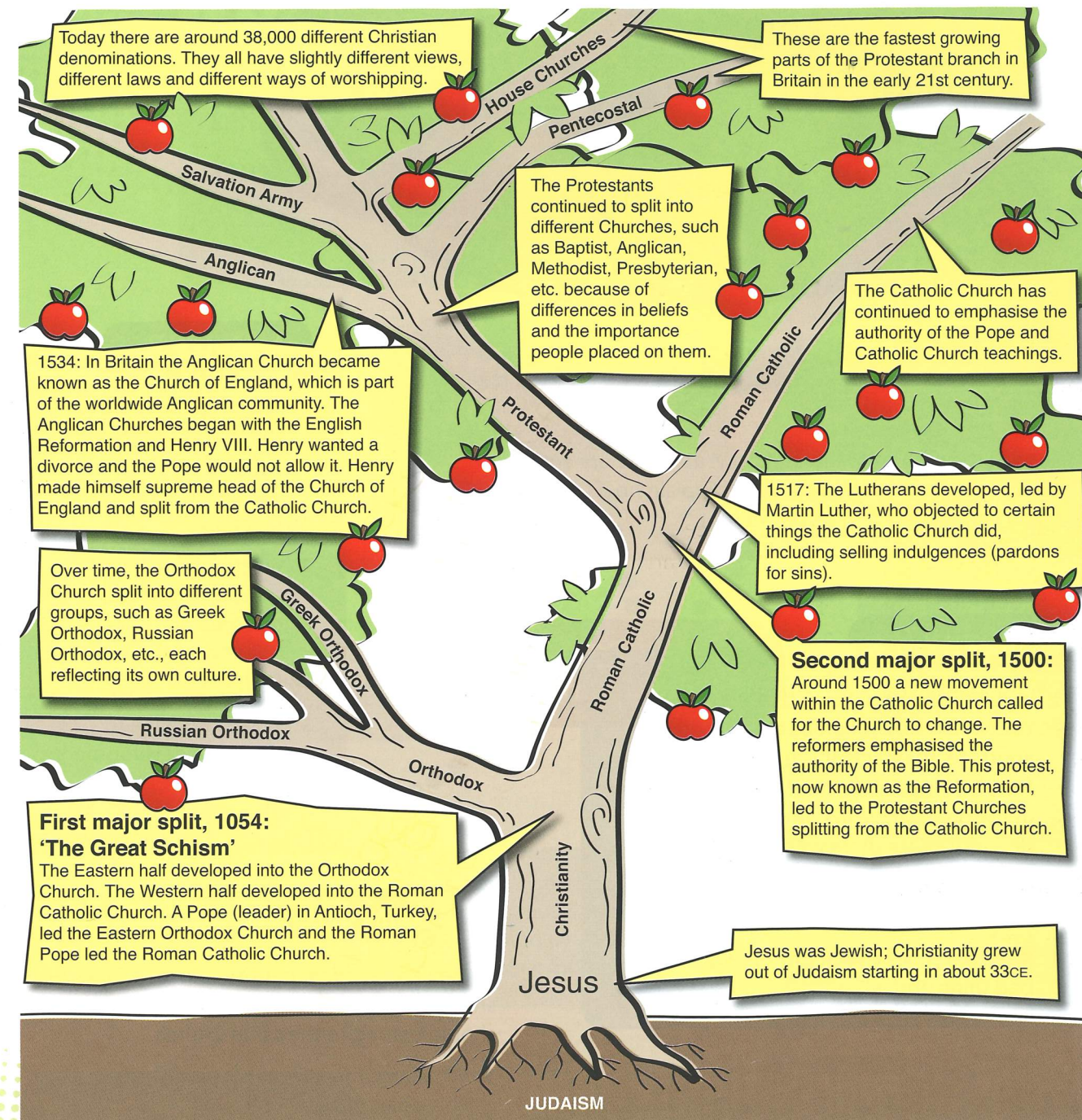
The Pope and the Archbishop of Canterbury at Westminster Abbey, on the Pope's visit to the UK in September 2010. Why was the Pope's visit to Westminster Abbey important?

Knowledge check

- 1 What is a Christian?
- 2 What are the beliefs that all Christians have in common?
- 3 Why do people who belong to groups sometimes disagree?
- 4 What does the word 'denomination' mean?

The history of Christian denominations

This tree diagram shows the major events in the development of the Christian denominations. Start at the roots of the tree to trace the history.



Activity A



Look at the picture of the fruit bowl above. There are lots of different types of fruit in the bowl. Explain how Christianity could be compared to a bowl of fruit.

Activity B

- 1 Look at the trunk in the tree diagram on page 15. What do all the Churches have in common?
- 2 What are the beliefs that some Christians disagree on? List any differences you can find.
- 3 Draw a timeline to show the development of the different Churches.

Activity C

- 1 In pairs, discuss a group that you belong to. It could be a religious group, or a sports team or activity club. How did it form? Why did it form? What do people in the group have in common? What differences are there within the group?
- 2 How do you deal with any differences in the group? Do they cause problems?
- 3 Are differences within groups a good or bad thing and why?

Activity D

Some people think that the Christian Church should not be divided because all Christians should belong to the same Church.

- 1 What arguments would you give against this point of view?
- 2 What arguments would you give to support this point of view?
- 3 Do you think it is possible for all Christians to belong to the same Church?
- 4 What do you think should be done about the division in the Christian Church?

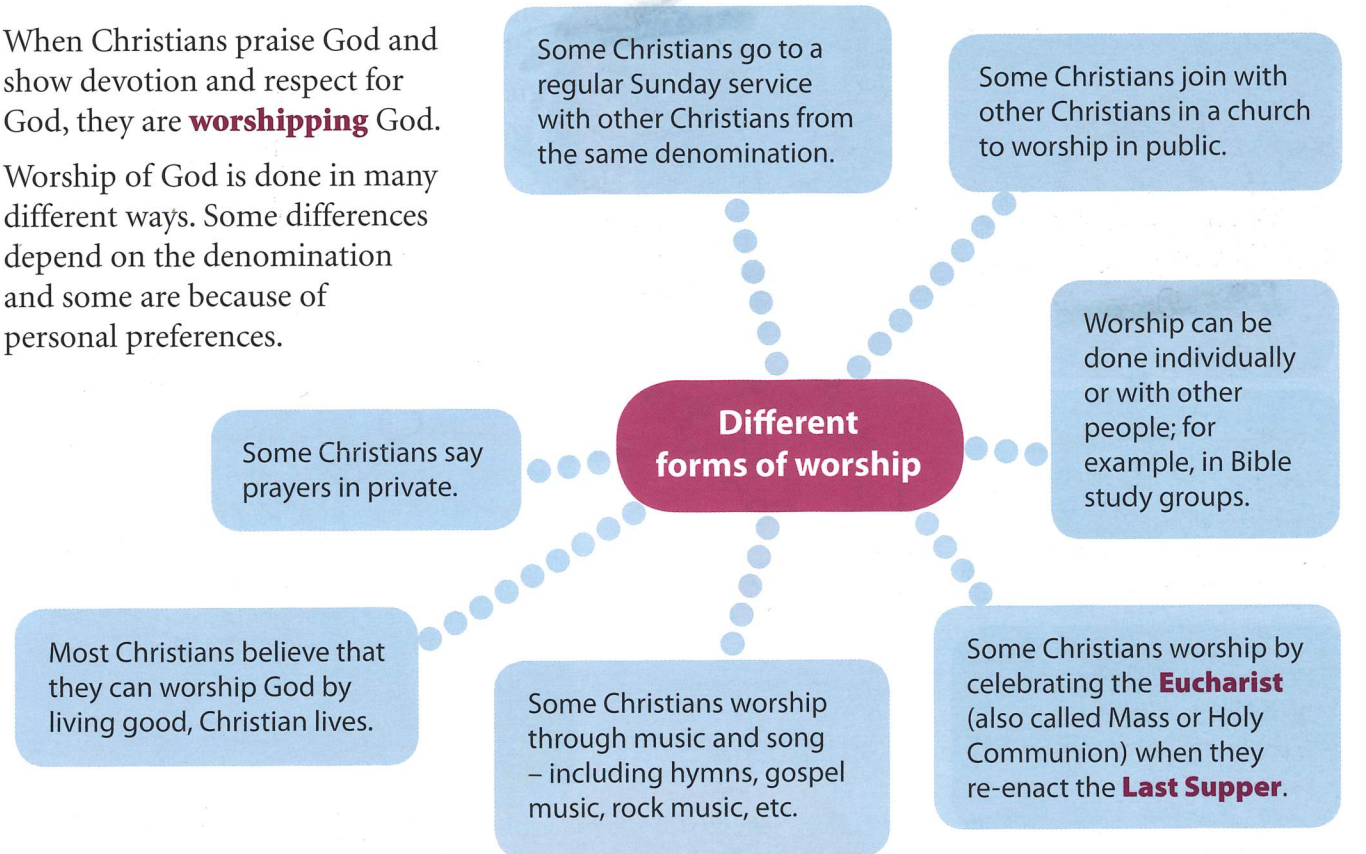
1.5 How do Christians worship?

Learning objectives

- You will ...
- identify different ways in which Christians worship
 - compare the ways different Christians worship
 - understand the importance of worship for Christians.

When Christians praise God and show devotion and respect for God, they are **worshipping** God.

Worship of God is done in many different ways. Some differences depend on the denomination and some are because of personal preferences.



Knowledge check

- 1 What is worship?
- 2 Why do Christians worship God?
- 3 Why are there lots of different ways of worshipping God?
- 4 What is the name given to worshipping on your own?
- 5 What kind of music is used in worship?

Activity A

Create a table with two columns headed 'Private worship' and 'Public worship'. Complete the table with all the different ways in which people can worship in private and in public.

Activity B

- 1 You are a journalist reporting for a children's TV programme. You have to give a report on one particular type of worship, explaining how the worship takes place and why. Do some research and write down notes to help you.
- 2 Think about how to present your report in an entertaining but informative way. Present it to the class.

Activity C

- 1 Read the comments below from the teenagers and CS Lewis describing worship.
- 2 Think of what questions you would ask them about how important it is to worship.
- 3 Compare your questions in small groups and try to answer some of them.

Taking time to worship helps me stop worrying about things that are going on in my life.



Worship time is time I spend with my friends and family doing something we enjoy.

It is in the process of being worshipped that God communicates His presence to men.



CS Lewis, the author of the children's book, *The Lion, the Witch and the Wardrobe*, and a famous Christian.

Activity D

Worship can be defined in several ways. One definition is 'ceremonies or acts of devotion or adoration'.

Produce a poster or PowerPoint® presentation to be used by a church to encourage Christians to worship.

- Include descriptions of the different ways in which Christians choose to worship God. These could be linked to the denomination the Christian belongs to or to their background.
- Your poster or presentation should try to give some reasons why it is important that Christians worship God.

Praying gives me time to think about my relationship with God.



I sat still in church, listening to the words of God being read from the Bible. On this occasion, the minister was reading *The Parable of the Prodigal Son* and I felt that the story was intended just for me. The words in the Bible suddenly filled me with an understanding of what God wanted from me and I was filled with great peace.



1.6 What is the ministry?

Learning objectives

- You will ...
- learn what the ministry is
 - understand why the ministry is important for Christians
 - analyse differences in the ministry between Christian Churches.

Knowledge check

- 1 What is a minister?
- 2 What does the word 'ordained' mean?
- 3 Why are ministers needed?
- 4 Why do you think ministers have different titles?
- 5 What roles do ordained ministers perform?
- 6 What is a lay minister?
- 7 Why are lay ministers needed?
- 8 What roles do lay ministers perform?

A **minister** is a name given to a person who helps to lead worship. A minister can be an **ordained** person and may be called a **priest, vicar, pastor** or minister. In the Roman Catholic Church he is called a priest. Ordained ministers perform many **roles** as part of their **ministry** and may serve in a **parish**.

A minister may not be ordained; these ministers are called **lay ministers**. Lay ministers usually perform one specific role such as Minister of the Word (reading), Cantor (leading singing), Extraordinary Eucharistic minister (giving **communion**) or running children's worship.

Activity A

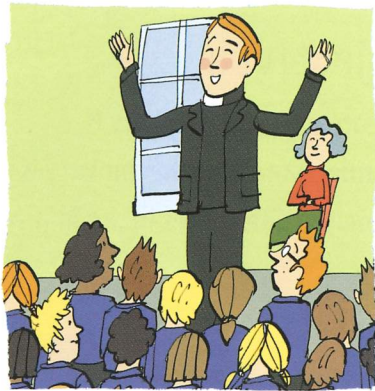
- 1 Read through the parish priest's daily diary on pages 20–21.
- 2 You are a journalist and have been sent to interview the priest. Write down some questions that you would like to ask.
- 3 Think about how the priest might answer your questions. Then write a magazine article about the life of a priest. Include details of what a priest does and why they think it is important.
- 4 Invite a local priest to talk about his work with your class. Interview the priest and then write an article for the school newspaper/magazine.

The Diary of a Parish Priest

Wednesday

8.00 a.m.

Visited the church for morning prayer in silence, then went home to prepare an assembly for primary school children and did some washing.

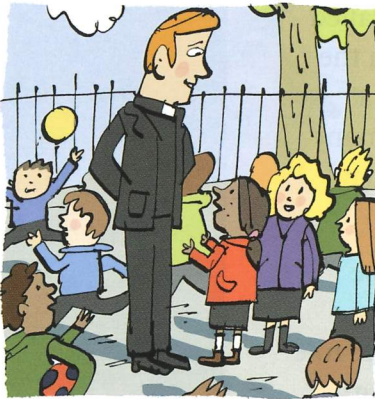


9.15 a.m.

Led the assembly at the church primary school. I am a school governor and try to visit the school regularly.

9.30 a.m.

Spoke with the Headteacher about advertising for another teacher and joined in a PE lesson with the children.

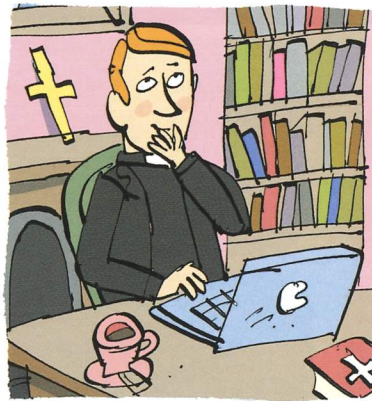


10.30 a.m.

Spent break chatting to children in the playground.

11 a.m.

Attended a bring-and-buy morning at Mrs Brown's home trying to raise money for CAFOD.



12.00 p.m.

Wrote an article for the weekly parish newsletter.

1 p.m.

Home for lunch.

2 p.m.

During house visits saw Mr Long who is housebound and Mrs Kent who has just had twins and is not getting out of the house easily.

4 p.m.

Saw Mr. Martin, the youth music leader, and organised music for the next month.



5 p.m.

Evening Prayer. A chance to pray and be quiet.

6.30 p.m.

Tea with the youth group leaders.



8 p.m.

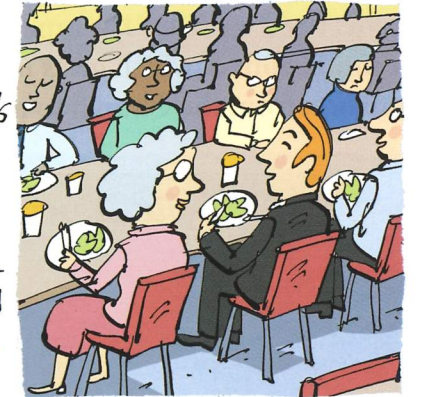
Joined in a game of frisbee with the church youth group.

9 a.m.

Quick trip to the shops before answering letters.

11 a.m. Morning Mass, then visited Mr Stephenson, the children's liturgy organiser, to prepare the programme for the next month.

12.00 p.m. Went to the monthly lunch organised for senior citizens.



2 p.m.

Visited the hospital and took Holy Communion to three sick parishioners.

4 p.m.

Visited Mr Harvey whose wife died last month.

5 p.m.

Time for Evening Prayer and some quiet reflection. Then went home to have tea.



7 p.m. Met with an engaged couple to help prepare them for their wedding.

8.30 p.m. Bible study group. Lively discussion on the meaning of love in the New Testament.

The ministry in different Christian Churches

The different denominations have different ideas about who should be ministers and what their roles should be.

All denominations have lay ministers. These ministers can be men or women. They are usually involved in teaching, leading worship or caring for the community.

Ministers feel that they have a **vocation** to do their job. This means that they are called upon by God to do this work and the Church appoints them to do it. They may be **licensed** or **commissioned**, which gives them special permission from the Church to do this work.

Activity B

- 1 Look at the boxes for the different Churches below and opposite. Which Church's point of view do you agree with most? Give reasons for your answer.
- 2 Do you think it is important that ministers should or shouldn't be allowed to marry? Give reasons for your answer.
- 3 Do you think it is important that women should or shouldn't be allowed to become priests? Give reasons for your answer.

Roman Catholic Church



A Roman Catholic priest

The ordained minister in charge of a parish is called a priest.

Women cannot be priests because:

- Jesus was a man and he only chose men to be his apostles
- of tradition
- of biblical teaching.

Priests cannot be married because:

- Jesus was not married
- they devote their lives to God
- of biblical teaching
- it allows them to devote their whole lives to God.

The minister's role is to:

- care for the parish
- devote his entire life to God.

Methodist Church



A Methodist minister

The ordained minister in charge of a local church is usually referred to as the minister.

Women can be ministers because:

- all people are made in the image of God
- of biblical teaching.

Ministers can be married because:

- marriage is a vocation which is a special calling by God
- of biblical teaching.

The minister's role is to:

- care for the church and local community
- devote his or her life to God.

Church of England



A Church of England minister

The ordained minister in charge of a local church is usually referred to as the vicar.

Women can be ministers because:

- all people are made in the image of God
- of biblical teaching.

Ministers can be married because:

- marriage is a vocation which is a special calling by God
- of biblical teaching.

The minister's role is to:

- care for the church and local community
- devote his or her life to God.

Activity C

- 1 Think about all the roles a Roman Catholic priest has to fulfil and, if possible, talk to a priest about his daily life.
- 2 Write a job advert for a priest. Include the following information: why someone might want to be a priest; what the job involves; and the rewards and challenges of being a priest.

Activity D

- 1 In groups, choose a denomination. Then make a list of all the roles/jobs that need to be completed in a church community. Decide which are essential and which are not.
- 2 Design a set of posters to go on a church noticeboard to show all the ministries (for example: Sunday school leader, reader, minister of communion, welcomer, choir leader, etc.) that are needed in a church community.
- 3 Write an explanatory leaflet to go with the posters which explains why the jobs are essential to this community.
- 4 Consider why some of these jobs might not be needed in all church communities.