

NSS Ethics and Religious Studies Curriculum Support Materials

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Topic 6: The Sermon On The Mount

Lesson Time: 10 periods (1 hour each)

Main Points:

1. The Background of the Sermon on the Mount (Matthew 4:23-5:2)
2. The Beatitudes (Matthew 5:3-12)
3. To be Salt and Light of the World (Matthew 5:13-16)
4. The Six Antitheses (1) (Matthew 5:17-48)
5. The Six Antitheses (2) (Matthew 5:17-48)
6. Emphasis on True Piety (Matthew 6:1-18)
7. Attitude towards Life (1): Riches in Heaven (Matthew 6:19-24)
8. Attitude towards Life (2): Do not Worry about Life (Matthew 6:25-34)
9. The Golden Rule (Matthew 7:1-12)
10. Three Warnings (Matthew 7:13-29)

Text Interpretation:

When Jesus began his ministry, he aimed to remind people to be alert and to renew themselves. So he preached and told people to turn away from sins because the Kingdom of Heaven was near. After that, in his Sermon on the Mount, Jesus explained to people about the life of the Kingdom of heaven, the kind of life with God as the centre.

The Sermon on the Mount referred to Jesus' teachings in Matthew 5-7, in which Jesus made a brief explanation of the meaning of Kingdom of heaven and the qualities and lives of its people. According to the descriptions in Matthew, the time Jesus preached the Sermon should be within the first half of his ministry in Galilee, or in the first year of his three-year ministry. At that time, Jesus no longer confined himself to teach in the synagogues, but went around preaching. Meanwhile, the hostility of the Jewish religious leaders towards Jesus had not risen yet.

In the Sermon on the Mount, Jesus introduced a God-centred model of living. Some Jewish religious leaders at Jesus' times advocated strict yet superficial compliance to the Mosaic Law. In contrast, Jesus taught that happiness could neither be attained by acquiring wealth or status nor by being pious. Even if one offered help to the poor ones and practised the rituals, he/she would be considered self-centred if he/she followed the Law just to avoid being punished and to receive praises.

The key to true happiness is to live a life with God being the centre of it. People should have faith in God that He will provide us what we need and will make plans for us. They should also pursue spiritual qualities, such as compassion, endurance and humbleness etc. Jesus called those who lived a God-centred life as the salt and light of the world. They would contribute themselves as the salt preserving the world and as the light vitalising people. They would learn to follow God and love others as themselves according to the Golden Rule.

In the Sermon on the Mount, Jesus emphasised that his preaching aimed not to abolish the Law but to fulfill it. While the Law concerned more about people's religious behaviour on the outside, the people of the Kingdom of Heaven concerned about the spirit of the Law. It is a new requirement for the people to enter the Kingdom of Heaven.

At last, Jesus encouraged people to practise what he preached and reminded people that the path to eternal life would be narrow. People had to endure sufferings, opposition and persecution to attain true happiness.

Period 1 –The Background of The Sermon on the Mount

1. Biblical reference: Matthew 4:23-5: 2

2. Objectives:

- To learn about the political, social and religious life situations of the Jews in Jesus' times, so as to understand the different expectations of happy life cherished by different Jewish sects.
- To contrast the expectations of happy life of different Jewish sects with that of Jesus.
- To build a framework based on the background information learnt in this period, for understanding Jesus' teachings in the Sermon on the Mount.



3. Teaching strategies

Introduction	<ul style="list-style-type: none"> • During Jesus' times, the Jews lost control over political and religious matters because their country was defeated and they were ruled by foreign powers for several hundreds years. The Jews understood that their hope for happy life hinged on the coming of the Messiah sent by God. Only the promised Messiah would overturn the foreign rule, helping them regain their autonomy and rebuilding their own country.
Issues for Explorations	<ul style="list-style-type: none"> • What is a happy life?
Enquiry Questions	<ul style="list-style-type: none"> • What is a happy life? • What were the expectations of a happy life among different Jewish sects during Jesus' times? • How did Jesus interpret a happy life? How was his interpretation different from those of the Jewish sects?
Learning Activities	<ul style="list-style-type: none"> • By reading the mottos of some famous people and the policy platforms for the Chief Executive Election, explore the qualities of the happy life that people pursue nowadays. • By learning about the political, social and religious situations of the Jews during Jesus' times, analyse the expectations of a happy life of different Jewish sects.

	<ul style="list-style-type: none"> Through group discussion, contrast the expectations of a happy life of different Jewish sects with that of Jesus.
Key Concepts	<ul style="list-style-type: none"> Happy life
Generic Skills, Values and Attitudes involved	<ul style="list-style-type: none"> Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding activities.
High-order Questions	<ul style="list-style-type: none"> What would a happy life be under religious guidance?
Extended Activities	<ul style="list-style-type: none"> Understand and analyse the expectations of a happy life among various social classes and organisations in Hong Kong.

Activity One



Enquiry Questions	Generic Skills	Values and Attitudes
What is a happy life?	Creativity, critical thinking skills, collaboration skills, communication skills, problem solving skills	Truth, liberty, human dignity, common good

Teaching Steps:**Step 1: Teacher asks:**

- Teacher discusses with students: What is a happy life?
- Teacher shows PowerPoint 1 (What is happiness? Quotations from Celebrities)
- Teacher asks students to choose a quotation they agree or disagree the most and share their views.

Step 2: Teacher carries out the “Life with 100% Happiness” activity with students. Let them explore Hong Kong people’s expectations of a happy life:

- Teacher shows PowerPoint 2 (Life with 100% Happiness?) and distributes the policy platform of Alan Leong (http://www.competitionforce.hk/policy_eng.php). Briefly introduce Alan Leong’s policy platform for the Chief Executive Election.
- Teacher asks: What are Hong Kong people’s expectations of a happy life as revealed in the policy platform of Alan Leong?
- Teacher divides students into groups of four and asks each group to draft a simple policy platform introducing ways to bring Hong Kong people a happy life.
- Ask each group to report their platform to the whole class. Teacher may summarise students’ understanding of Hong Kong people’s expectations of a happy life from their drafts.

Step 3: Teacher goes further to discuss with students:

- Is happiness a kind of luck or something that has to be pursuit or one will never get it?
- Is happiness determined by inner spirituality or easily affected by external factors such as power forces and social traditions?
- During the process of pursuing happiness, what and who will you concern about?

Step 4: Teacher summarises:

- People with various cultural backgrounds in different times have diverse understandings of happiness and so do Hong Kong people.
- What were the Jews' expectations of a happy life in Jesus' times?



Activity Two



Enquiry Questions	Generic Skills	Values and Attitudes
What were the expectations of a happy life among different Jewish sects during Jesus' times?	Creativity, critical thinking skills, collaboration skills, communication skills, problem solving skills	Truth, liberty, human dignity, common good

Teaching Steps:

Step 1: Teacher shows PowerPoint 3 (Political, Social and Religious Situations of the Jews in Jesus' Times), or distributes Students' Reference: Material 1 (Political, Social and Religious Situations of the Jews in Jesus' Times) to help students understand the background of Jesus' times.

Step 2: Teacher points out:

- The Jews had been under foreign rule for a long time. In Jesus' times, the Jews under the rule of Romans had different expectations of a happy life.

Step 3: Teacher carries out 'The Jews' Expectations of Happy Life' activity with students:

- Teacher divides students into groups of four, and distributes Students' Reference: Material 2 (Expectations of Happy Life among Different Jewish Sects in Jesus' Times) to let students have a basic understanding of the contents.
- Teacher hands out Worksheet 1 (Understanding of Happy Life among Different Jewish Sects in Jesus' Times) to the groups. Based on the information on Students' Reference: Material 2, guide students to deduce (1) who was supposed to be happy according to different Jewish sects, and (2) their ways of achieving happiness.
- After students finish Worksheet 1, teacher invites students to present their ideas. Teacher then briefly explains the answers on Teachers' Reference: Appendix 1 [Suggested Answers for Worksheet 1 (Understanding of Happy Life among Different Jewish Sects in Jesus' Times)] and wraps up the activity.

Step 4: Teacher goes further to discuss with students:

- If you lived in Jesus' times, what kind of life would the Jews expect you to live? Explain.

- Among the different expectations of happy life of the Jews, which of them were worth pursuing? Why?
- Among the different ways of pursuing happiness suggested by the Jews, which of them were worth learning? What were the merits of these ways?

Step 5: Teacher summarises:

- The Jews had experienced the downfall of their country and had been taken captive for around 400 years. Since the Jews were ruled by foreign powers during that period, they longed for liberty and independence.
- The Jews' expectations of a happy life were closely related to the political, social, and religious background at that time.
- Different Jewish sects had diverse expectations of happiness due to their distinct social positions. Each of these Jewish sects pursued distinctive satisfaction in political and religious life under the Roman rule.

Activity Three



Enquiry Questions	Generic Skills	Values and Attitudes
How did Jesus interpret a happy life? How was his interpretation different from those of the Jewish sects?	Creativity, critical thinking skills, collaboration skills, communication skills, problem solving skills	Truth, liberty, human dignity, common good, caring

Teaching Steps:**Step 1: Teacher points out:**

- Different Jewish sects had diverse expectations and understandings of happiness.
- Similarly, Jesus had his own understanding of happiness.

Step 2: Teacher asks:

- How did Jesus interpret a happy life? What are the differences between the expectations of a happy life at Jesus' times and at present?

Step 3: Teacher carries out the 'Different to Each Other' activity. Ask students to compare and contrast Jesus' understandings of a happy life with that of the Jews at that time.

- Teacher hands out Students' Reference: Material 3 (Jesus' Understanding of a Happy Life) and introduces Jesus' understanding of a happy life to students.
- Teacher divides students into groups of four and hands out Worksheet 2 (Compare and Contrast Jesus' Understanding of a Happy Life with that of the Jews). Ask the groups to compare the contents of Students' Reference: Material 2 with those of Material 3 and to finish Worksheet 2. Let students discuss the differences of the understanding of a happy life among Jesus and different Jewish sects.
- Teacher invites students to present their views. Refer to and briefly explains Teachers' Reference: Appendix 2 [Suggested Answers for Worksheet 2 (Compare and Contrast Jesus' Understanding of a Happy Life with that of the Jews)], and wraps up the activity.

Step 4: Teacher goes further to discuss with students:

- Is happiness a kind of luck or something that has to be pursued or one will never get it?
- Is happiness determined by inner spirituality or easily affected by external factors such as power forces and social traditions?

- Is happiness more about the interests of a community or the interests of the entire mankind?
- How would you comment on Jesus' understanding of a happy life?

Step 5: Teacher summarises:

- In the past, Jesus taught the disciples on a mount and preached about living a happy life. It was known as 'the Sermon on the Mount'. Jesus wished the Jews could improve their religious life and the relationship with God, so as to enjoy freedom and live a happy life.
- Jesus believed that people should take the initiative to pursue a happy life, which was a matter of spiritual contentment that could benefit the entire mankind.
- We will study the Sermon on the Mount in details in the coming lessons. We will try to understand the specific contents of a happy life according to Jesus and find out the values of Jesus' teachings to people nowadays.



Extended Activities:

1. Teacher asks students to read some newspapers and magazines and to look for different kind of a happy lives expected by the following social classes and organisations in Hong Kong:
 - a. The working class
 - b. The middle class
 - c. The upper class
 - d. A religious organisation
2. With reference to Worksheet 2, teacher asks students to use the three guidelines [(1) whether happiness is affected by the environment/pursued by oneself; (2) whether happiness is affected by external factor such as power and social traditions/ spirituality; (3) whether happiness should concern more about national interests/the interests of the entire mankind] to analyse and organise the contents of happy life they have pursued.



Material 1: The Kingdom of Heaven and the Kingdom of God

1. The Kingdom of Heaven(the Kingdom of God):

The Kingdom of Heaven is also called the Kingdom of God, meaning the place where God's power is manifested. The term 'the Kingdom of Heaven' was used in the Gospel of Matthew since its target readers, the Jews, were used to this term. 'The Kingdom of God' was used in the Gospels of Mark and Luke since Jews were not the primary readers of these two gospels.

2. Comparison between Jesus' and the Jewish ideas of the Kingdom of Heaven:

Jesus' idea of the Kingdom of Heaven	The Jewish idea of the Kingdom of Heaven
<ul style="list-style-type: none"> • The Kingdom of Heaven is a territory where God has sovereignty. It is spiritual; • The Kingdom of heaven is the grace of God. People can enter it for free; • The Kingdom of Heaven is a gift to all people, including both good and bad people, the Jews and the Gentiles, the despised and the sinners. People can decide whether they want to accept it; • To enter the Kingdom of heaven is the most important thing in one's life. 	<ul style="list-style-type: none"> • At that time, the Jews believed that God would send the Messiah to rescue the Israelites from foreign rule. Therefore, the Jewish idea of the Kingdom of Heaven: • It was a political issue; • Only those who observed God's laws and lived a holy and righteous life would be elected to be its members.

3. Comparison between Jesus' and John the Baptist's ideas of the Kingdom of Heaven:

Jesus' idea of the Kingdom of Heaven	John the Baptist's idea of the Kingdom of heaven
<ul style="list-style-type: none"> • Jesus highlighted that the Kingdom of Heaven means God's salvation. • Jesus preached that the Kingdom of Heaven is not something that will appear in the future. Rather, it had already been manifested in him and his works. 	<ul style="list-style-type: none"> • John the Baptist preached, 'the Kingdom of Heaven is near'. He emphasised that God's judgment is coming, and the axe is already at the root of the trees. • God will come in as King. He will cleanse, screen, choose and judge all people. Nobody can escape from His judgment.

4. Jesus' message of the Kingdom of Heaven can be interpreted in the following ways:

- The Kingdom of Heaven has already come to earth:
Jesus preached, 'The Kingdom of God is near!' (Mark 1:15) He took up the ministry, lived according to God's will, and resisted temptations and defeated the devil successfully. He had proven to people that the Kingdom of Heaven has come to earth.
- The Kingdom of Heaven will grow secretly, steadily and fully.
Jesus used the Parable of the Mustard Seed to describe the characteristics of the Kingdom of God. The Kingdom of God is like a mustard seed scattered on the ground. At first, it is hidden and cannot be seen. But it will sprout and grow unknowingly, and become a fruitful tree eventually. (Mark 4:26-29; 30-34)
- The Kingdom of heaven has not completely come:
Jesus' followers tried hard to follow God's will and be the salt and light of the world. They encouraged others to do the same as well. Yet the Kingdom of Heaven has not completely come to earth. Thus, good and evil, justice and injustice, freedom and bondage still coexist in this world.
- The Kingdom of Heaven will only be completely realised in the future:
The Kingdom of Heaven will be completely realised on earth when Jesus returns. At that time, all people will no longer be sinful and they will follow God's will. All goodness on earth will then be restored. (Mark 14:22-25).

References:

1. 吳羅瑜編：《聖經新辭典，上冊》，（香港：天道書樓，1997），（頁 10—11）。
2. 馬潔萍、譚美兒、廖凱怡（1994）：《同創新天地：基督的使命—第四冊學生本》，（香港：宗教教育出版社），（頁 72）。
3. "Kingdom of God," *The International Standard Bible Encyclopedia*.
(<http://www.studylight.org/enc/isb/>)

Material 2: Jesus' Understanding of Happy Life

Jesus' understanding of a happy life:

- People who can enjoy happiness: the entire mankind.
- Spiritual renewal:
 - To rebuild the relationship with God;
 - To desire for the change of heart by God,
 - To act according to God's will.
- The way to achieve happiness:
 - To regard God as the centre of our life;
 - To rebuild the relationship with God;
 - To follow the teachings of the Sermon on the Mount;
 - To believe in God's care; love and respect others.

Material 3: Expectations of a Happy Life among Different Jewish Sects in Jesus' Times

The Sadducees' expectations of a happy life:

- They only accepted the Pentateuch (the Five Books of Moses, from Genesis to Deuteronomy) but not other parts of the Old Testament.
- They were serious and rigorous in their study of the law in the Pentateuch. For instance, they did not believe in the resurrection of the dead described in Daniel. However, they were more tolerant than the Pharisees towards the Greek and Roman cultures.
- They believed that truth came not only from the Jews, but also other nations.
- They supported integration of different cultures, believing that the Jews would be benefited by learning other cultures.
- Since the Sadducees had the authority to appoint the priests in Jesus' times, they were politically influential. Unfortunately, when exercising such power, they concerned more about self-interests than the interests of the entire mankind.

The Pharisees' expectations of a happy life:

- They believed that the Jews were God's chosen people.
- They believed that the greatest difference between the Jews and other nations was that God had revealed, in the Mosaic Law, His standards of a good life to the Jews and the Jews were the only people who were willing to follow the laws.
- Their enthusiasm for the laws made them self-centred. They despised the members of other Jewish sects and avoided contacts with the Gentiles.
- They especially opposed the Greek and Roman cultures because they considered the Gentile cultures evil and contaminative.

The Essenes' expectations of a happy life:

- They thought the Jews at that time had forgotten the religious belief handed down from their ancestors.
- They withdrew from the society and lived in a secluded area, like the hermits in the Middle Age, because they had recognised various unjust phenomena in the society. They abandoned the secular world to live a holy life.
- They advocated and practised celibacy. They kept the population size by recruiting new members.
- Later, they allowed marriage, but there were a set of strict rules that governed the relationship between men and women.
- They shared all their properties and resources.
- They cultivated the soul to prepare for the coming of the end of the world and the Kingdom of Heaven. They spent most of their time in studying and copying the the Old Testament.

The Zealots' expectations of a happy life:

- They advocated salvation through revolution, believing that violence was the only means for achieving independence.
- They revolted against the Romans and aimed at overthrowing the Roman rule.

References:

馬潔萍、譚美兒、廖凱怡（1994）：《同創新天地：基督的使命—第四冊學生本》，香港：宗教教育中心，（頁 26-33）。

Worksheet 1: Understanding of a Happy Life among Different Jewish Sects in Jesus' Times (Suggested Answers)

Jewish Sects	Understanding of a Happy Life
1. The Sadducees	<ul style="list-style-type: none"> • People who can enjoy happiness: members of the sect • Ways of achieving happiness: to collaborate with the foreign rulers; to maintain the power of religious and political leadership; to consolidate national and religious traditions.
2. The Pharisees	<ul style="list-style-type: none"> • People who can enjoy happiness: the whole nation • Ways of achieving happiness: to observe the religious laws strictly; to avoid being influenced by foreign cultures; to teach people to observe the religious laws
3. The Essenes	<ul style="list-style-type: none"> • People who can enjoy happiness: members of the sect • Ways of achieving happiness: to withdraw from society and live a secluded life; to live a pious and holy life, preparing for the coming of the Kingdom of Heaven
4. The Zealots	<ul style="list-style-type: none"> • People who can enjoy happiness: the whole nation • Ways of achieving happiness: to uphold the Jewish tradition; to fight for political independence of the nation by overthrowing the rule of the Romans

Worksheet 2: Compare and Contrast Jesus' Understanding of a Happy Life with that of the Jews (Suggested Answers)

	Sadducees	Pharisees	Essenes	Zealots	Jesus
happiness is determined by the environment/pursued by oneself	Determined by the environment Example: <ul style="list-style-type: none"> to collaborate with the foreign rulers to maintain the power of religious and political leadership to consolidate national and religious traditions. 	Determined by the environment Example: <ul style="list-style-type: none"> to strictly observe the religious laws to avoid being influenced by foreign cultures to teach people to observe the religious laws 	Determined by the environment Example: <ul style="list-style-type: none"> to withdraw from society and live a secluded life to live a pious and holy life, preparing for the coming of the Kingdom of Heaven 	Determined by the environment Example: <ul style="list-style-type: none"> to uphold the Jewish tradition to fight for political independence of the nation by overthrowing the rule of the Romans 	The result of personal initiative Example: <ul style="list-style-type: none"> to rebuild the relationship with God to believe in God's care and to love and respect others
Happiness is more about the effect of power and tradition/inner spirituality	more about the effect of power and tradition Example: political power, religious power, national and religious traditions	more about the effect of power and tradition Example: religious laws, religious and cultural traditions	more about inner spirituality Example: live a holy life	more about the effect of power and tradition Example: fight for political independence	more about inner spirituality Example: Spiritual renewal
Happiness is more about the interests of the community and the nation/the entire humanity	more about the interests of the community	more about the interests of the whole nation	more about the interests of the community	more about the interests of the whole nation	more about the interests of the entire humanity

Worksheet 1: Understanding of a Happy Life among Different Jewish Sects in Jesus' Times

Analyse Material 1. Write down the appropriate answers in the space provided.

Jewish Sects	Understanding of a Happy Life
1. The Sadducees	<ul style="list-style-type: none"> • People who can enjoy happiness: • Ways of achieving happiness:
2. The Pharisees	<ul style="list-style-type: none"> • People who can enjoy happiness: • Ways of achieving happiness:
3. The Essenes	<ul style="list-style-type: none"> • People who can enjoy happiness: • Ways of achieving happiness:
4. The Zealots	<ul style="list-style-type: none"> • People who can enjoy happiness: • Ways of achieving happiness:

Worksheet 2: Compare and Contrast Jesus' Understanding of a Happy Life with that of the Jews

Answer the following questions. Write the appropriate answers with examples in the space provided.

	Sadducees	Pharisees	Essenes	Zealots	Jesus
happiness is determined by the environment/pursued by oneself					
Happiness is more about the effect of power and tradition/inner spirituality					
Happiness is more about the interests of the community and the nation/the entire humanity					



Material 1: Political, Social and Religious Situations of the Jews in Jesus' Times

1. Under the governance of the Gentiles for long time

1.1 Governance of the Kingdom of Persia (539-333 B.C.)

- Since 539 B.C., the Jews had been under the governance of the Kingdom of Persia. The younger and more robust Jews were captured to Persia. During that time, Zerubbabel led a band of Jews to return to their homeland and rebuild the Temple. Ezra also returned to revitalise the Law of the Jews while Nehemiah returned to rebuild the wall of Jerusalem. With limited historical information, we only know that Persia allowed the Jews to keep their religion and culture. The government did not interfere too much with the Jews.

1.2 Governance of Greece (333-63 B.C.)

- In 400 B.C., Alexander the Great of the Kingdom of Macedonia raised. He conquered Palestine in 332 B.C. and immediately overturned the Kingdom of Persia. Alexander the Great advocated the Greek culture as he wanted to unify the world. The Greek culture, therefore, started influencing the Jews.
- In 198 B.C., the Dynasty of Seleucids ruled Palestine. Antiochus IV (175-164 B.C.) ascended the throne. He insisted on making the Jews Grecized. He forbade the Jews to make offerings, circumcise, or read the Law. He put the statue of a Greek God, Zeus, in the temple and offered a pig at the altar. The Jews could not tolerate what he did and the family of Maccabean led the Jews to rebel. After fighting for 24 years, the Jews finally gained independence in Palestine. This battle was called the Independent War of Maccabees.

1.3 Governance of Greece (63 B.C.)

- In 63 B.C., Pompey, the Roman general, conquered Jerusalem. He killed the priest and entered the sanctuary. From that time on, the Jews had been governed by the Romans and Jerusalem had become a province of the Roman Empire.

2. Political, Social and Religious Situations of the Jews in Jesus' Times

After the Jews had been taken captive, most people were scattered in many different places. Some were assimilated to the locals while some kept their original belief and culture. In Jesus' times, there were 4 styles of living among the Jews:

- The Sadducees: They accepted foreign cultures and associated with the Gentile rulers. More than half of the priests were Sadducees, so they got high political status. The Sadducees were serious to their belief. They only believed in the Books of Moses and kept the rite of purification strictly.
- The Pharisees: They kept observing the Jewish stipulations and laws but rejected foreign cultures. They were enthusiastic to the law. They despised the people who did not practise the religious rites such as the law of purification and food.

- Essenes: They were disgusted with the invading of the Greek culture, so they lived in seclusion in the desert. They followed the public-ownership policies on property in their living.
- Zealots: They opposed and attempted to use violence to overturn the Roman government so as to develop the Kingdom of God. They enthusiastically abided by the Jewish traditions and opposed using Greek in the Jewish territory.

References:

1. 吳羅瑜 (1997):《聖經新辭典，上冊》，香港：天道書樓，(頁 495—498)。
2. 鮑會園編 (1997):《聖經—新國際版研讀本》，香港：更新傳道會，(頁 1846)。
3. 馬潔萍、譚美兒、廖凱怡 (1994):《同創新天地：基督的使命—第四冊學生本》，香港：宗教教育中心，(頁 26-33)。



Material 2: Jesus' Understanding of Happy Life

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- Spiritual renewal:
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 - To desire for the change of heart by God,
 - To act according to God's will.
- The way to achieve happiness:
 - To regard God as the centre of our life;
 - To rebuild the relationship with God;
 - To follow the teachings of the Sermon on the Mount;
 - To believe in God's care; love and respect others.



Material 3: Expectations of a Happy Life among Different Jewish Sects in Jesus' Times

The Sadducees' expectations of a happy life:

- They only accepted the Pentateuch (the Five Books of Moses, from Genesis to Deuteronomy) but not other parts of the Old Testament.
- They were serious and rigorous in their study of the law in the Pentateuch. For instance, they did not believe in the resurrection of the dead described in Daniel. However, they were more tolerant than the Pharisees towards the Greek and Roman cultures.
- They believed that truth came not only from the Jews, but also other nations.
- They supported integration of different cultures, believing that the Jews would be benefited by learning other cultures.
- Since the Sadducees had the authority to appoint the priests in Jesus' times, they were politically influential. Unfortunately, when exercising such power, they concerned more about self-interests than the interests of the entire mankind.

The Pharisees' expectations of a happy life:

- They believed that the Jews were God's chosen people.
- They believed that the greatest difference between the Jews and other nations was that God had revealed, in the Mosaic Law, His standards of a good life to the Jews and the Jews were the only people who were willing to follow the laws.
- Their enthusiasm for the laws made them self-centred. They despised the members of other Jewish sects and avoided contacts with the Gentiles.
- They especially opposed the Greek and Roman cultures because they considered the Gentile cultures evil and contaminative.

The Essenes' expectations of a happy life:

- They thought the Jews at that time had forgotten the religious belief handed down from their ancestors.
- They withdrew from the society and lived in a secluded area, like the hermits in the Middle Age, because they had recognised various unjust phenomena in the society. They abandoned the secular world to live a holy life.
- They advocated and practised celibacy. They kept the population size by recruiting new members.
- Later, they allowed marriage, but there were a set of strict rules that governed the relationship between men and women.
- They shared all their properties and resources.
- They cultivated the soul to prepare for the coming of the end of the world and the Kingdom of Heaven. They spent most of their time in studying and copying the the Old Testament.

The Zealots' expectations of a happy life:

- They advocated salvation through revolution, believing that violence was the only means for achieving independence.
- They revolted against the Romans and aimed at overthrowing the Roman rule.

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Period 2: The Beatitudes

1. Biblical reference: Matthew 5: 3 - 12

2. Objectives:

- To learn about the Beatitudes taught by Jesus in the Gospel of Matthew.
- To understand Jesus' teaching that one should pursue and cultivate their religious sentiments in order to attain inner peace, contentment and true happiness.
- To look at and understand real life examples that the pursuit and cultivation of religious sentiments lead to inner peace, contentment and true happiness.
- To learn to pursue and cultivate their religious sentiments so as to attain inner peace, contentment and true happiness.



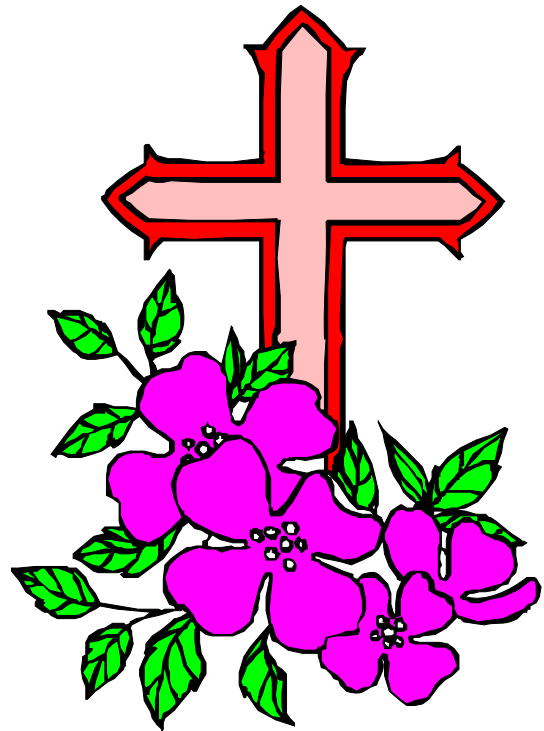
3. Teaching strategies

Scriptural
Interpretations

- Jesus preached the gospel of the Kingdom of Heaven to the people and he began by promising to grant them true happiness. This is in line with the anticipation of the Israelites all along. They had longed for the coming of the Messiah who would bring them salvation and blessings. However, the messages proclaimed by Jesus were radically different from that of the prevalent view.
- Jesus taught that one can achieve true happiness not by acquiring wealth, social status or academic achievements, which are changeable and easily affected by the external environment. They cannot bring true happiness. True happiness comes from one's pursuit of religious sentiments, which inheres moral strength, self-discipline, spiritual insights and service to others out of humility and compassion. People possessing such religious sentiments would achieve contentment and true happiness even in adverse circumstances.

Issue for Exploration	<ul style="list-style-type: none"> How can one achieve true happiness?
Enquiry Questions	<ul style="list-style-type: none"> What are the contents of the Beatitudes? Why can the teachings of the Beatitudes bring true happiness to people? How can the eight religious sentiments help people face the adverse situations in Hong Kong?
Learning Activities	<ul style="list-style-type: none"> Make use of concrete examples to stimulate students to think of what bring(s) true happiness. Guide students to understand the eight religious sentiments indicated in the Beatitudes. Ask students to study the case of Chan Tung Mui and examine how the pursuit and cultivation of the religious sentiments enable one to be optimistic and happy. Through discussing some current issues in Hong Kong, understand how the religious sentiments can help one face the adverse circumstances.
Key Concepts	<ul style="list-style-type: none"> The Kingdom of God The Gospel The implication of each religious sentiment in the Beatitudes, including: <ul style="list-style-type: none"> be spiritually poor mourn be humble desire to do what God requires be merciful be pure in heart work for peace be persecuted because of doing what God requires
Generic skills, Values and Attitudes involved	<ul style="list-style-type: none"> Refer to the 'Knowledge, Attitudes, Generic skills' tables included in the corresponding activities.

High-order Questions	<ul style="list-style-type: none">• Discuss why practising the eight religious sentiments can lead people to true happiness.• Under what circumstances can one practise the eight religious sentiments?• Discuss how the difficulties of cultivating the eight religious sentiments can be overcome.
Extended Activities	<ul style="list-style-type: none">• Through case studies, understand how the religious sentiments can bring people true happiness.



Activity One



Enquiry questions	Generic Skills	Values and attitudes
What are the contents of the Beatitudes?	Critical thinking skills, communication skills	Critical, respect for ways of life, beliefs and opinions

Teaching Steps:

1. Teacher asks students to think (1) what brings people happiness; and (2) does anything restrict us from achieving happiness:

- Teacher asks students to think: what brings people happiness? Then, teacher states four specific examples:
 - A beautiful movie star holding a Master Degree marries a billionaire
 - An old man in his nineties has joined the winter swim for over twenty years
 - A computer wizard builds a fortune from scratch
 - A young inventor, with the support of his father, wins a major technological award in the United States
- Teacher asks students to point out whom they think is the most happiest and why.
- Teacher points out: most people think that love, health, wealth or career would bring happiness.
- Teacher asks students to think further: Does anything restrict us from achieving happiness e.g.:
 - Who would usually be easier to acquire the earthly treasures, such as love, health, wealth or career? Are those the good-looking ones and the middle-class who earn good salary?
 - What factors (societal culture, economic cycles) may take away one's love, health, wealth or career?
 - i. BBC chinese.com: "SARS impact on the Hong Kong economy leading to huge loss" (28-5-2003)
http://news.bbc.co.uk/chinese/trad/hi/newsid_2940000/newsid_2944100/2944164.stm
 - ii. Wikipedia: "Severe Acute Respiratory Syndrome, SARS"
<http://zh.wikipedia.org/w/index.php?title=SARS&variant=zh-hk>
 - iii. Pray for Hong Kong: "In the days of SARS: testimonies"
http://www.gcc.org.hk/praysars_pg7.php
- Teacher points out: secular happiness depends on chances, social culture and economic cycles. In contrast, the true happiness advocated by Jesus does not depend on earthly things and the external environment. It cannot be taken away by anyone.

2. Teacher points out:

- In the Beatitudes, Jesus taught that one has to pursue and cultivate religious sentiments in order to achieve true happiness.

3. Teacher carries out the “Understanding the Beatitudes” activity and helps students understand the contents of the Beatitudes. Examine the religious sentiments which bring us true happiness.

- Teacher asks students to read Mt. 5: 3-10.
- Teacher distributes “Students’ Reference: Material 1” (The Contents of the Beatitudes) or shows “PowerPoint 1” (The Contents of the Beatitudes). Explain in details the implication of each religious sentiment in the Beatitudes. Teacher asks students to form groups of four and hands out “Worksheet 1” (The Eight Religious Sentiments). Let students learn about the characteristics of the eight religious sentiments.
- Teacher discusses the questions on the Worksheet with students:
 - What kind of personalities do people in Hong Kong highly praise?
 - What are the characteristics of the eight religious sentiments preached by Jesus? Do they benefit oneself or the others?
- Teacher asks each group to present their ideas.

4. Teacher carries out “The Expression of the Eight Religious Sentiments” activity with students and helps consolidate their understanding of the eight religious sentiments.

- Teacher distributes “Worksheet 2” (The Expression of the Eight Religious Sentiments) to the same groups and helps students understand how one can express and put the eight religious sentiments into actions in real life.
- Teacher and students discuss the questions on the Worksheet:
 - Pick four out of the eight religious sentiments and give a corresponding real life example. (People, events or social issues may be used as examples).
 - Think about how these people, events or social issues benefit oneself, other people, the communities or even the whole world.
- When students finish the worksheet, teacher asks each group to present the results of their discussion.

- Teacher may refer to examples listed in the following websites:
 - Spiritually poor: St. Francis of Assisi who gave up his wealth and fame to pursue inner riches http://en.wikipedia.org/wiki/St._Francis_of_Assisi or http://www.stfrancishaskell.org/Flyers/Bio_of_St_Francis_of_Assisi.htm
 - Mourn : Mr. Sun Yat-sen who overthrew the corrupt Qing Government http://en.wikipedia.org/wiki/Sun_Yat-sen
 - Humble : Dr. Joanna Tse who sacrificed her life in the line of duty during the SARS crisis <http://www.joannatse.com/esite/fgbmi/revelation.php>
 - Desire to do what God requires: Mr. Robert Morrison who set his mind to bring the Gospel to China http://en.wikipedia.org/wiki/Robert_Morrison_%28missionary%29
 - Merciful : Dr. Lian Jia-en who serves in Africa http://en.yunlin.gov.tw/index3/en/03Bulletin/03Bulletin_01_01.asp?id=116 or <http://africare.fhl.net/> (in Chinese)
 - Pure in heart : J.S. Bach who dedicated his life to God through music <http://jan.ucc.nau.edu/~tas3/wtc/sdg.html>
 - Work for peace: Mr. Mandela who served as the first black president of South Africa http://en.wikipedia.org/wiki/Nelson_Mandela
 - Persecuted because of doing what God requires: Justin, the Martyr http://www.catholic.org/saints/saint.php?saint_id=74

5. Teacher summarises:

- Jesus made use of the Beatitudes to exhort people to cultivate religious sentiments in order to achieve true happiness.
- Religious sentiments are different from the personal qualities that are highly praised in modern societies. The religious sentiments taught by Jesus are not only good for us, but for the others, the communities and the whole world.

Activity Two



Enquiry Questions	Generic Skills	Values and Attitudes
Why can the teachings of the Beatitudes bring true happiness to people?	Investigative skills, critical thinking skills	Principles of morality, self-cultivation

Teaching Steps:

1. Teacher raises the question:

- Jesus made use of the Beatitudes to exhort people to cultivate religious sentiments in order to achieve true happiness. How do these religious sentiments lead us to true happiness?

2. Teacher carries out the “Religious Sentiments and Happy Life” activity with students. Help them understand that if one pursues and cultivates religious sentiments, one can attain inner peace, contentment and true happiness despite of adverse circumstances.

- Teacher shows PowerPoint 2 (A “Happy” life) to introduce the life of the handicapped artist Chan Tung-mui.
- Teacher asks students to form groups of four, hands out Worksheet 3 (A “Happy” life) and explores the relationship between happiness and the religious sentiments taught by Jesus.
- Teacher discusses the questions on the Worksheet with the students:
 - What kind of situation did the protagonist find herself in? How would you comment on such a situation?
 - If you find yourself in such a situation, how would you feel?
 - How did the protagonist view the adverse situation?
 - Which religious sentiments taught by Jesus did the protagonist possess, so that she could still enjoy true happiness when facing adverse circumstances?
 - Why could the protagonist be content and joyous despite the adverse situation? Why was she still able to do things that benefit herself, others and the community?

- Teacher hands out Students' Reference: Material 2 (Maslow's Hierarchy of Needs) and guides students to think about which level of needs would the religious sentiments fulfill, so that they can do things that are beneficial to both oneself and others?
- From the case study, what is the relationship between religious sentiments and a happy life?
- When the students finish the worksheet, teacher asks each group to present the results of their discussion.

3. Teacher plays PowerPoint 3 (Comparison between the Beatitudes and Secular Happiness) and points out:

- When one pursues and cultivates the religious sentiments taught by Jesus, one can attain inner peace despite the adverse circumstances. In addition, one can understand the circumstances from a positive angle and view them as aids for personal growth. One would attain contentment and joy, and is able to do things that benefit oneself, others and the community.
- When one lives in this way, one has self-actualised and his/her existence becomes meaningful. This is a truly happy life.
- The attraction of such happiness: it does not depend on chances, not constrained by the environment and it will not be taken away by anyone.

4. Teacher hands out Students' Reference: Material 3 (Comparison between the Beatitudes and Secular Happiness)

Activity Three



Enquiry Questions	Generic skills	Values and Attitudes
How can the eight religious sentiments help people face the adverse situations in Hong Kong?	Investigative skills, critical thinking skills	Principles of morality, self-cultivation

Teaching Steps:

1. Teacher raises question:

- How can the eight religious sentiments help people face the adverse situations in Hong Kong?

2. Teacher carries out the “Eight Kinds of Happiness” activity with students. Help students understand that the eight religious sentiments enable one to be content and joyful even in face of adverse circumstances.

- Teacher asks students to form groups of four and hands out “Worksheet 4” (Eight Kinds of “Happiness”). The students will explore the eight religious sentiments and examine how the sentiments can help people face adverse circumstances. Ask students to give corresponding examples.
- Teacher can use the following questions to guide students:
 - What circumstances are considered adverse that may lead to the loss of contentment and joy? (Teacher can refer to the following websites)
 - i. Bound by materialism, empty in the heart:
Mingpao news “Shopaholic guilty of fraudulent use of stolen credit cards sentenced to community service” (8-1-2007)
<http://www.mpinews.com/htm/INews/20070108/gb11101w.htm> (in Chinese)
 - ii. Crimes rampant in society:
Hong Kong Police website: Comparison of 2007 (Jan - Jun) and 2006 (Jan - Jun) Crime Situation
<http://www.police.gov.hk/hkp-text/english/statistics/compare06.htm>
 - iii. Violence rampant in society:
“Stop Violence against Women” (13-4-2007)

<http://www.amnesty.org.hk/html/modules/magazine/project.php?categoryid=55>

iv. No justice in society:

“Shock over corruption tag”

http://www.thestandard.com.hk/news_detail.asp?we_cat=4&art_id=29088&sid=10298583&con_type=1&d_str=20061010

v. Much poverty in society:

End Child Poverty

<http://www.hkcss.org.hk/cb4/ecp/>

vi. Fraud rampant in society:

Yahoo.com news “Exam cheat gets knuckles rapped” (4-9-2006)

http://www.thestandard.com.hk/news_detail.asp?pp_cat=11&art_id=40993&sid=12842896&con_type=1

vii. Conflicts rampant in the world:

“Iraq humanitarian crisis”

<http://www.ifrc.org/WHAT/disasters/response/iraq.asp>

viii. Inequality rampant in society:

Information Technology and Poverty

<http://www.singpao.com/20060814/local/865682.html>

- When you face one of the above adverse circumstances, what can be done to benefit oneself, others and the community?
- When the students finish discussing, teacher asks each group to present their ideas.

3. Teacher further discusses with students on the practicability of the religious sentiments in the Beatitudes:

- Out of the eight religious sentiments, which are easier to practise and which are more difficult to do so? Why?
- What are the difficulties when practising the eight religious sentiments?
- How can you overcome the difficulties? e.g.: Whom would you ask to support you? (Teacher may ask the groups to suggest plans for practicing the religious sentiments. Then each group will present.)

4. Teacher may encourage students to carry out their proposed plans during the week and report their experiences and reflections in the next lesson.

Extended Activities:

1. Teacher carries out the “Models of happy life” activity with students and helps them understand their own view of happiness through exploring the life of a specific person.
 - Asks students to identify one or more public figures that they think have happy life, and gather interviews and reports about these people. (If students have chosen more than one public figure, teacher may ask them to photocopy the following table).
 - Students may refer to the following websites:
 - <http://celebrity.50g.com/htmlpage/list.htm>
 - Ask students to analyse which religious sentiments the public figures have practised by referring to the following table:

The religious sentiments in the Beatitudes	Has the person practised the sentiment? (if yes, please put “✓” in the blank)	The difficulty of practicing the sentiment (fill in number 1 to 5; 1: the easiest, 5: the most difficult)	The level of happiness attained by that public figure (fill in number 1 to 5; 1: the easiest, 5: the most difficult)
1. Spiritually poor			
2. Mourn			
3. Humble			
4. Desire to do what God requires			
5. Merciful			
6. Pure in heart			
7. Work for peace			
8. Persecuted because of doing what God requires			

2. Teacher asks students to think about the following questions:
 - i. Think about how the public figure practises the “religious sentiments” and evaluate if there are things about him/her that we should model on.
 - ii. Are the “religious sentiments” the key to happiness?
3. Teacher may ask students to share the results of their research in the next lesson.

Material 1: The contents of the Beatitudes

1. The first happiness: be spiritually poor

Happy are those who know they are spiritually poor; the Kingdom of Heaven belongs to them! (Matthew 5:3)

Explanation of the text: Happy are those who know themselves being spiritually poor and weak in strength. They will trust God wholeheartedly and have the essential qualification to enter the Kingdom of Heaven.

2. The second happiness: mourn

Happy are those who mourn; God will comfort them! (Matthew 5:4)

Explanation of the text: Happy are those who mourn for the world's suffering and for their own sins. Those who are in grief and penitence will find salvation from Jesus and comfort from God.

3. The third happiness: be humble

Happy are those who are humble; they will receive what God has promised! (Matthew 5:5)

Explanation of the text: Be humble means be friendly towards others. When one is able to control their impulses and desires and treat others with gentleness, he/she relies on God's guidance. They will certainly be rewarded in the Kingdom of Heaven.

4. The fourth happiness: desire to do what God requires

Happy are those whose greatest desire is to do what God requires; God will satisfy them fully! (Matthew 5:6)

Explanation of the text: Those who earnestly desire to see peace and justice in every part of the world and God's teaching being practised, are people who have justice in their hearts. Their hearts will certainly be satisfied by God.

5. The fifth happiness: be merciful to others

Happy are those who are merciful to others; God will be merciful to them! (Matthew 5:7)

Explanation of the text: Being merciful to others means not just being sympathetic. It means putting oneself in others' shoes, having a deep understanding for others' circumstances and feelings, and showing concern and acceptance. Those who treat others in this way will be treated by God in the same way.

6. The sixth happiness: be pure in heart

Happy are the pure in heart; they will see God! (Matthew 5:8)

Explanation of the text: Those who are pure in heart and do everything with a pure motive will see God, because God loves to see us treating others and things with this attitude.

7. The seventh happiness: work for peace

Happy are those who work for peace; God will call them his children! (Matthew 5:9)

Explanation of the text: Happy are those who treasure good relationship among people and try their best maintaining peace. Such people are doing the same kind of work as God, and therefore are called God's children.

8. The eighth happiness: be persecuted for doing what God requires

Happy are those who are persecuted because they do what God requires; the Kingdom of Heaven belongs to them! (Matthew 5:10)

Explanation of the text: Those who follow Christ and become his disciples and are therefore insulted, persecuted and libeled against will certainly be rewarded by God in the Kingdom of Heaven.

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.82-114.

Material 2: The Comparison between the Beatitudes and Secular Happiness

Compare and contrast the Beatitudes taught by Jesus and secular happiness.

	The Beatitudes taught by Jesus	Secular happiness
1. Definition	The word “happy” used in the Beatitudes was a very special word. It came from the Greek word <i>makarios</i> , which was specifically used to describe God in Christianity, a divine and godly joy.	The English word “happiness” has its own meanings. Its radical “hap” means “chances”.
2. Relationship to circumstances	Joy that is clear, peaceful, unperturbed and self-content. It is totally unaffected by any changes in life. It is a kind of untainted and undisturbed joy.	Secular happiness depends on chances and changes in life, and on things that life may grant or destroy.
3. State of existence	The joy discussed in the Beatitudes is a joy that remains even after much pain, grief and loss. Suffering and misery cannot interrupt the joy, even life and death are not able to take it away.	We can achieve and lose happiness easily. The transfer of wealth, the loss of health, the failure of plans, the shattering of ambition or even the change in climate can all take away the capricious happiness. When the possessions that bring happiness are gone, the corresponding happiness will also be gone.

參考資料：

巴克萊著，方大林、馬明初譯（1991）：《馬太福音注釋上冊》，（頁 96-125）。香港：基督教文藝出版社。

Worksheet 1 : The eight religious sentiments

1. What personalities are highly praised by people in Hong Kong? Please write down your opinions.

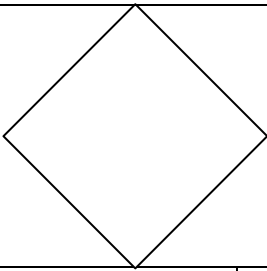
2. What are the characteristics of the eight religious sentiments? Do they benefit oneself, benefit the others, or benefit both? Please circle your opinions in the following.
- “Self-benefiting”: the sentiment benefits oneself (as denoted by numbers 1-5: 1 means the least beneficial; 5 means the most beneficial)
 - “Others-benefiting”: the sentiment benefits one’s family, friends, the community or even the whole world (as denoted by numbers 1-5: 1 means the least beneficial; 5 means the most beneficial)

	“Self-benefiting”	“Others-benefiting”	Your opinion
1. Spiritually poor	1 2 3 4 5	1 2 3 4 5	
2. Mourn	1 2 3 4 5	1 2 3 4 5	
3. Humble	1 2 3 4 5	1 2 3 4 5	
4. Desire to do what God requires	1 2 3 4 5	1 2 3 4 5	
5. Merciful	1 2 3 4 5	1 2 3 4 5	
6. Pure in heart	1 2 3 4 5	1 2 3 4 5	
7. Work for peace	1 2 3 4 5	1 2 3 4 5	
8. Persecuted because of doing what God requires	1 2 3 4 5	1 2 3 4 5	



Worksheet 2: The expression of the eight religious sentiments

1. Pick four out of the eight religious sentiments and give a corresponding real life example to each of them. (You may use people, events or social issues as examples).
2. Think about how these people, events or social issues benefit oneself, others, the community or even the whole world.

		
	Corresponding real life examples (people, events or social issues)	How these people, events or social issues benefit oneself, others, the community or even the whole world
Spiritually poor	Example: If one has the awareness of being spiritually poor, he/she prays often and studies the Word of God diligently.	
Mourn		
Humble		
Desire to do what God requires		
Merciful		
Pure in heart		
Work for peace		
Persecuted because of doing what God requires		



Worksheet 3: A “happy” life

1. What kind of situation did the protagonist of the case study find herself in? How would you comment on such a situation?

2. If you find yourself in such a situation, how would you feel?

3. From what angle did the protagonist view these adverse circumstances?

4. Which religious sentiments did the protagonist of the case study possess, so that she could still attain inner peace, be content and enjoy true happiness when facing adverse circumstances?

5. Why was the protagonist content and joyous despite the adverse circumstances? Why was she still able to do things that benefited herself, others and the community?

6. According to The Maslow's Hierarchy of Needs, which level of needs would the religious sentiments fulfill, so that you can do things that are beneficial to both oneself and others?

7. From the case study, what is the relationship between religious sentiments and a happy life?

Worksheet 4: Eight kinds of “Happiness”

1. How can the eight religious sentiments help people face the adverse situations in Hong Kong? Please put down corresponding examples in the following blanks.

Eight good characters	Corresponding examples
Spiritually poor	Example: When one faces materialistic temptations, one loses self-control.
Mourn	
Humble	
Desire to do what God requires	
Merciful	
Pure in heart	
Work for peace	
Persecuted because of doing what God requires	

2. When you face one of the above adverse circumstances, what can you do to benefit yourself, others and the community?





Material 1: The contents of the Beatitudes

1. The first happiness: be spiritually poor

Happy are those who know they are spiritually poor; the Kingdom of Heaven belongs to them! (Matthew 5:3)

Explanation of the text: Happy are those who know themselves being spiritually poor and weak in strength. They will trust God wholeheartedly and have the essential qualification to enter the Kingdom of Heaven.

2. The second happiness: mourn

Happy are those who mourn; God will comfort them! (Matthew 5:4)

Explanation of the text: Happy are those who mourn for the world's suffering and for their own sins. Those who are in grief and penitence will find salvation from Jesus and comfort from God.

3. The third happiness: be humble

Happy are those who are humble; they will receive what God has promised! (Matthew 5:5)

Explanation of the text: Be humble means be friendly towards others. When one is able to control their impulses and desires and treat others with gentleness, he/she relies on God's guidance. They will certainly be rewarded in the Kingdom of Heaven.

4. The fourth happiness: desire to do what God requires

Happy are those whose greatest desire is to do what God requires; God will satisfy them fully! (Matthew 5:6)

Explanation of the text: Those who earnestly desire to see peace and justice in every part of the world and God's teaching being practised, are people who have justice in their hearts. Their hearts will certainly be satisfied by God.

5. The fifth happiness: be merciful to others

Happy are those who are merciful to others; God will be merciful to them! (Matthew 5:7)

Explanation of the text: Being merciful to others means not just being sympathetic. It means putting oneself in others' shoes, having a deep understanding for others' circumstances and feelings, and showing concern and acceptance. Those who treat others in this way will be treated by God in the same way.

6. The sixth happiness: be pure in heart

Happy are the pure in heart; they will see God! (Matthew 5:8)

Explanation of the text: Those who are pure in heart and do everything with a pure motive will see God, because God loves to see us treating others and things with this attitude.

7. The seventh happiness: work for peace

Happy are those who work for peace; God will call them his children! (Matthew 5:9)

Explanation of the text: Happy are those who treasure good relationship among people and try their best maintaining peace. Such people are doing the same kind of work as God, and therefore are called God's children.

8. The eighth happiness: be persecuted for doing what God requires

Happy are those who are persecuted because they do what God requires; the Kingdom of Heaven belongs to them! (Matthew 5:10)

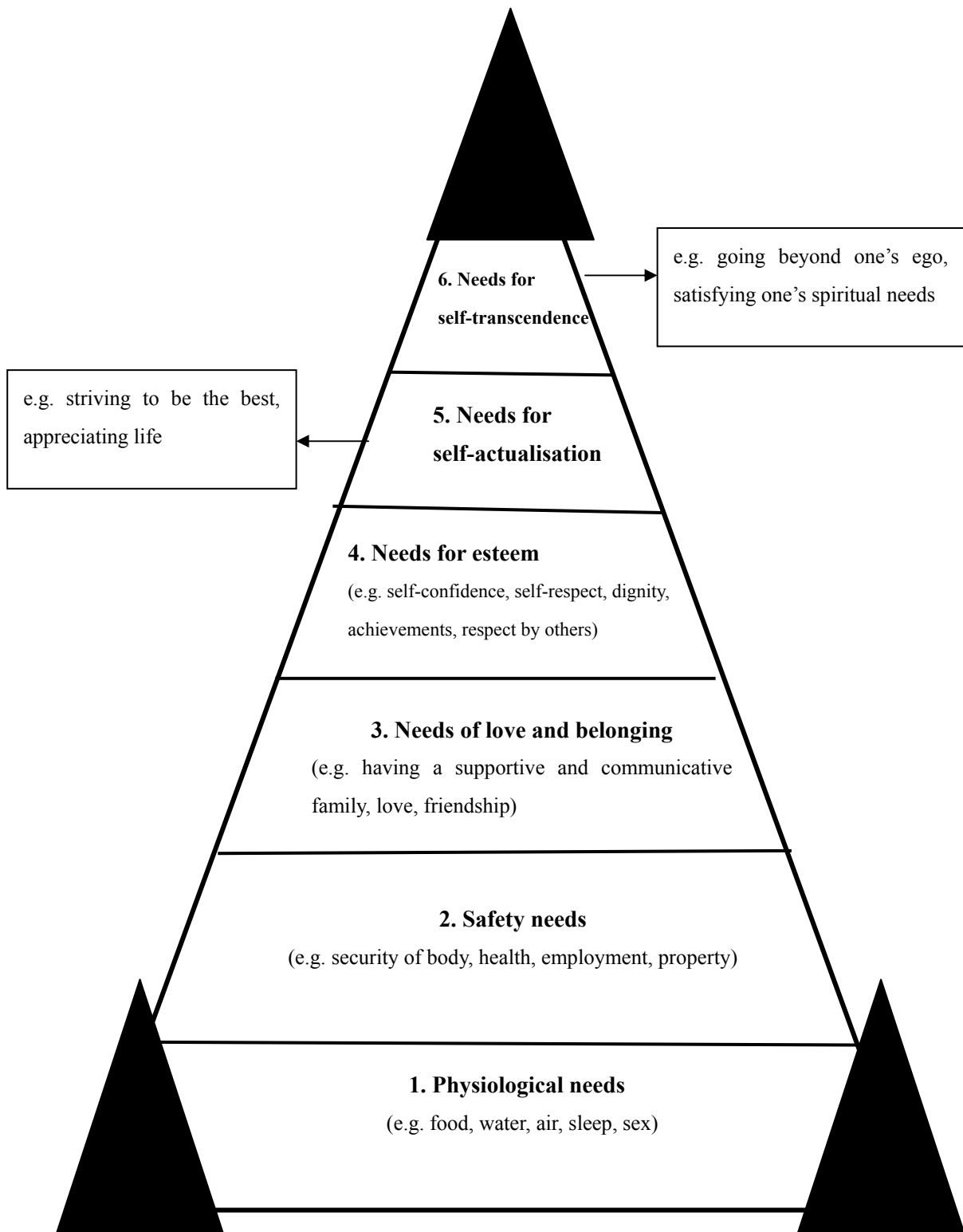
Explanation of the text: Those who follow Christ and become his disciples and are therefore insulted, persecuted and libeled against will certainly be rewarded by God in the Kingdom of Heaven.

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp. 82-114.



Material 2: Maslow's Hierarchy of Needs





Material 3: The Comparison between the Beatitudes and Secular Happiness

Compare and contrast the Beatitudes taught by Jesus and secular happiness.

	The Beatitudes taught by Jesus	Secular happiness
1. Definition	The word “happy” used in the Beatitudes was a very special word. It came from the Greek word <i>makarios</i> , which was specifically used to describe God in Christianity, a divine and godly joy.	The English word “happiness” has its own meanings. Its radical “hap” means “chances”.
2. Relationship to circumstances	Joy that is clear, peaceful, unperturbed and self-content. It is totally unaffected by any changes in life. It is a kind of untainted and undisturbed joy.	Secular happiness depends on chances and changes in life, and on things that life may grant or destroy.
3. State of existence	The joy discussed in the Beatitudes is a joy that remains even after much pain, grief and loss. Suffering and misery cannot interrupt the joy, even life and death are not able to take it away.	We can achieve and lose happiness easily. The transfer of wealth, the loss of health, the failure of plans, the shattering of ambition or even the change in climate can all take away the capricious happiness. When the possessions that bring happiness are gone, the corresponding happiness will also be gone.

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.82-114.

Period 3: To be the Salt And Light of The World

1. Biblical reference: Matthew 5: 13-16

2. Objectives:

- To learn about Jesus' teachings on being the salt and light of the world in His Sermon on the Mount.
- To understand that Jesus taught people to contribute themselves to make the world better, thus making life happier.
- To look at and understand real life examples of people contributing themselves to make the world better; then to evaluate the significance of Jesus' teachings on being the salt and light of the world in today's society.
- To learn to contribute oneself to make the world better, thus making life happier.



3. Teaching strategies

Scriptural Interpretations	<ul style="list-style-type: none"> • After teaching people about the Beatitudes, Jesus encouraged them to be the salt and light of the world. Jesus reminded people not to focus only on nourishing their own spiritual qualities so as to seek happiness for themselves, but also on putting God's teachings into practice. • Jesus taught people to contribute themselves and serve the others so that everyone can be blessed by God. • Contributing oneself to make the world better can benefit oneself, others and the whole world.
Issues for Explorations	<ul style="list-style-type: none"> • Do people have the responsibility to contribute themselves to make the world better? • How can people contribute themselves to make the world better?
Enquiry Questions	<ul style="list-style-type: none"> • What are the meanings behind Jesus' teachings of being the salt and light of the world? • Why should people put Jesus' teachings into practice?

	<ul style="list-style-type: none"> • Which modern historical figures have proven themselves to be the salt and light of the world by turing the world better? • In Hong Kong, who have proven themselves to be the salt and light of the world through contributing themselves to make the world better?
Learning Activities	<ul style="list-style-type: none"> • Through group discussion, help students learn about Jesus' teachings of being the salt and light of the world. Also, help students understand how Jesus, through the analogy of salt and light, encouraged people to contribute themselves to make the world better. • By making use of The Maslow's Hierarchy of Needs, guide students to analyse the cases. Explain to students that people follow Jesus' teachings to be the salt and light of the world because they want to satisfy the higher levels of needs. • Based on real life examples, explore how people in modern history have contributed themselves to make the world better. • Based on real life examples, explore how people in Hong Kong have contributed themselves to make the world better.
Key Concepts	<ul style="list-style-type: none"> • Characteristics of salt • Symbolic meanings of being the salt of the world • Characteristics of light • Symbolic meanings of being the light of the world
Generic Skills, Values and Attitudes involved	<ul style="list-style-type: none"> • Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> • Discuss the impact of being the salt and light of the world on the way people live. • Suggest ways to deal with the difficulties of being the salt and light of the world. • Discuss the common ways of being the salt and light of the world in today's society.
Extended Activities	<ul style="list-style-type: none"> • Discuss and comment on the examples of people being the salt and light of the world in today's society.

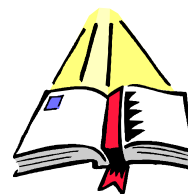
Activity One

Enquiry Questions	Generic Skills	Values and Attitudes
What are the meanings behind Jesus' teachings of being the salt and light of the world?	Collaboration skills, communication skills, problem solving skills, critical thinking skills	Self-reflection, mutuality

Teaching Steps:

Step 1: Teacher does warm-up exercise with students by asking them to think about why everyone should contribute to make this world a better place.

- Teacher discusses with students:
 - Are people obligated to contribute themselves to make this world a better place to live in?
 - Can you share your experiences of contributing yourself to the betterment of the world?
- Teacher shows the information about the event “Walk to Guangzhou” and leads students to explore why some people are willing to contribute themselves to make this world better.
 - Teacher visits the site of “Walk to Guangzhou”: <http://www.walktogz.org.hk/>
- Teacher and students discuss:
 - Why did people participate in the event? How did they devote themselves in the event and make contribution?
 - What would they like to change? What impact would the changes bring to others?
 - What does the idea of “contributing oneself to make the world better” mean to you?

**Step 2: Teacher points out:**

- In the Beatitudes, Jesus taught us that we could achieve true happiness by nourishing our spiritual qualities.
- However, if one only pursues their own happiness and neglects that of the others, will they be truly blessed?

- In Matthew 5: 13-16, Jesus taught about being the salt and light of the world. He reminded people that we should not only focus on our own happiness. Rather, we should also contribute ourselves to others' happiness.

Step 3: Teacher carries out the “Understanding the teachings of being the Salt and Light of the World” activity with students and helps them understand the symbolic meaning behind Jesus’ teachings.

- Teacher asks students to read to Matthew 5: 13-16. Divide students into groups of four and asks them to talk about the uses of salt and light from their everyday experiences.
- Teacher shows PowerPoint 1 (What do you know about salt and light?) to help students find out the uses of salt and light in Jesus’ times.
- Teacher concludes:
 - Salt symbolises purity. It adds flavour to food and serves as preservatives.
 - Light provides guidance and serves as a warning signal with its illumination.
- Teacher hands out Worksheet 1 (Teachings of being the Salt and Light of the World) to the groups. Guide students to think about the possible meanings of being the salt and light of the world.
- Teacher invites students to present their thoughts.
- Teacher shows PowerPoint 2 (The Meanings of being the Salt and Light of the World): (1) Explain how, by being the salt and light of the world, one can contribute towards the well-being of the world; and (2) summarise Jesus’ parables of being the salt and light of the world.
- Teacher asks students to work on Worksheet 1, comparing and contrasting their ideas of the symbolic meanings of being the salt and light in the world.

Step 4: Further discussion:

- Why did Jesus make use of salt and light to illustrate the idea of contributing ourselves to make the world a better place?
 - Are salt and light ordinary things?
 - Are salt and light important in our everyday life?
- Do Jesus’ teachings of being the salt and light of the world help people understand the meaning of “contributing themselves to make the world better”? Have people realised that even ordinary things are essential in our life? Why?

Step 5: Teacher summarises:

- Salt and light are ordinary yet indispensable. Jesus made use of salt and light to explain the fact that even ordinary people play an important role in the society or the world.
- Through the Parable of Salt, Jesus reminded people to remain pure and to live as the cleansing antiseptic of the world, so as to keep the world from corruption and to add the flavour of serenity and joy to the world.
- Through the Parable of Light, Jesus encouraged people to be courageous in guiding others to stay away from sins.
- Through his teachings, Jesus hoped everyone can understand the importance of contributing themselves to make the world a better and happier place to live in.

Step 6: Teacher distributes Students' Reference: Material 1 (The Characteristics and Symbolic Meanings of Being the Salt and Light of the World), briefly explains it and wraps up the activity.



Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
Why should people put Jesus' teachings into practice?	Collaboration skills, communication skills, critical thinking skills	Love, self-reflection, mutuality

Teaching Steps:**Step 1: Teacher raises the question:**

- Why should people put Jesus' teachings of being the salt and light of the world into practice in real life?

Step 2: Teacher carries out the 'Why should one be the salt and light of the world?' activity. Help students understand that being the salt and light brings us happiness and also helps us self-actualise.

- Teacher asks students to form groups of four and hands out 'Worksheet 2 (Who will be benefited?)' to each of the groups.
- Teacher asks students to discuss with reference to the cases on the worksheet:
 - In his teachings of being the salt and the light of the world, Jesus preached that people should contribute themselves to make the world better. Discuss what talents the characters in the cases can develop to change the world.
 - Analyse the impact of being the salt and light of the world on people's living (Teacher distributes 'Students' Reference: Material 2': Maslow's Hierarchy of Needs) and lead students to think about what needs are being satisfied)
 - After discussion, teacher invites groups to present their ideas.

Step 3: Teacher goes further to discuss with students:

- What are the differences between satisfying the basic needs (e.g. physiological needs, safety needs) and satisfying needs in the higher levels (e.g. self-actualisation needs)? In what ways are the two different in terms of the meaning and the quality of life?
- How should people regard self-happiness and happiness for all?
- How would you comment on contributing oneself to make the world better by being the salt and light of the world?

Step 4: Teacher summarises:

- Through his teachings of being the salt and light of the world, Jesus tried to explain that achieving happiness for all is the key to the coming of the Kingdom of God.
- In order to bring happiness on earth, people have to contribute themselves to make the world better.
- When people are willing to step forward and care about the happiness of the entire world, they can satisfy the self-actualisation needs through which the quality of life will be enhanced and their life will become more meaningful.



Activity Three

Enquiry Questions	Generic Skills	Values and Attitudes
Which modern historical figures have proven themselves to be the salt and light of the world by contributing themselves to make the world better?	Collaboration skills, communication skills, problem solving skills	Courage, sanctity of life, common good

Teaching Steps:**Step 1: Teachers raises the question:**

- Which modern historical figures have proven themselves to be the salt and light of the world by contributing themselves to make the world better?

Step 2: Teacher carries out ‘Civil Rights Leader’ activity with students. Base on the story of how Martin Luther King fought for civil rights, lead students to think about how Martin Luther King lived his life as the salt and light of the world and make the world better.

- Teacher shows ‘PowerPoint 3’ (The Story of Martin Luther King) and introduces how Martin Luther King fought for civil rights to make the world a better place to live in.
- Teacher can visit the following website to show students the details of how Martin Luther King fought for civil rights:
<http://www.thekingcenter.org/mlk/chronology.html>
Videos speeches by King can be found at: <http://www.mlkonline.net/video.html>
- Teacher asks students to form groups of four hands out ‘Worksheet 3’ (Civil Rights Leader) to students. Discuss with students how Martin Luther King contributed himself to make the world better. Help students consolidate their understanding of Jesus’ teachings of being the salt and light of the world and lead them to think about how they can contribute themselves to make the world better.
- Teacher discusses the questions on the worksheet with students:
 - Did Martin Luther King serve as the salt and light of the world?
 - How did Martin Luther King contribute himself to make the world better?
 - How did Martin Luther King’s life be impacted for what he has done to the world?

- Are you impressed by what Martin Luther King had done? How would you contribute yourself to make the world better?
- After discussion, teacher invites students to present their ideas to the class. Teacher puts down each group's ways of contributing themselves to make the world better on the board and asks students to vote for the most effective way.
- Teacher can go further to share with students the life of John Lennon, as well as to show how he contributed himself to make the world better with his musical talents by visiting the following website and referring to the song appreciation slide in 'PowerPoint 3'. <http://www.youtube.com/watch?v=jEOkxRLzBf0>

Step 3: Teacher summarises:

- Jesus' teaching of being the salt and light of the world is still applicable in the modern world.
- Some people contributed themselves to make the world better by being the salt and light of the world. For instance, Martin Luther King fought for civil rights and John Lennon made use of his songs to change the world.
- What Martin Luther King and John Lennon did, on one hand, enhanced their quality of life by contributing themselves to make the world better and, on the other hand, encouraged people to care for others and contribute themselves to make the world better.



Activity Four

Enquiry Questions	Generic Skills	Values and Attitudes
In Hong Kong, who have proven themselves to be the salt and light of the world through contributing themselves to make the world better?	Critical thinking skills, information technology skills	Critical attitude, enterprise, self-reflection

Teaching Steps:**Step 1: Teacher raises the question:**

- In Hong Kong, who have proven themselves to be the salt and light of the world through contributing themselves to make the world better?

Step 2: Teacher carries out ‘Beyond Boundaries’ activity with students. Lead students to realise that some Hong Kong citizens are willing to serve as the salt and light of the world, contributing themselves to make the world better.

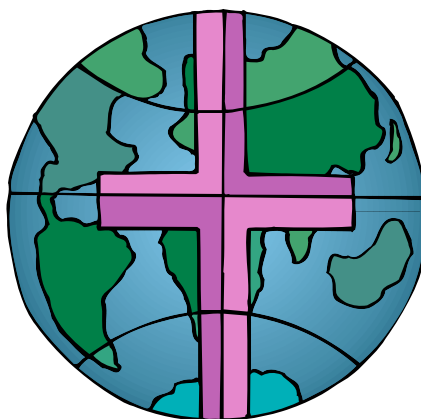
- Teacher shows ‘PowerPoint 4’ (‘Beyond Boundaries’) to introduce Lau Wan-ling, who was willing to contribute herself to make the world better.
- Teacher discusses with students by referring to the PowerPoint:
 - How did Lau Wan Ling contribute herself to make the world better?
 - Who would benefit from what Lau had done? Did she herself benefit from that? What were the impacts on the quality and meaning of her life?
 - How would you comment on Lau’s contribution?
- Teacher can show students more about Lau’s contributions to the society by visiting the following website:
http://www.gnci.org.hk/web_card/select_ecard.php?ecard_content_id=686.

Step 3: Teacher discusses the questions below with students, exploring how people can be the salt and light in Hong Kong:

- What aspects in Hong Kong can be improved so that people can lead a better and happier life?
- With reference to the story of Lau Wan-ling, what difficulties will Hong Kong citizens face if they want to be the salt and light of the world?
- How can these difficulties be dealt with?

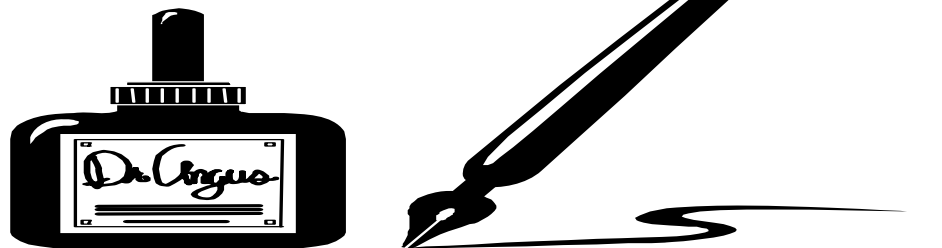
Step 4: Teacher summarises:

- There is no constraint on time and place for being the salt and light of the world. Even Hong Kong citizens can serve as the salt and light to make the world better. For instance, Lau Wan-ling changed the world with her medical expertise.
- Difficulties are unavoidable when one contributes to the world. Nevertheless, one can take it easy and work on it step by step. In that case, not only can one contribute to make the world better, but his/her quality of life will also be enhanced.



Extended Activities:

1. Teacher can make use of ‘Teachers’ Reference: Material 3’ (Shedding Light on Anti-War Movements) to share with students stories about people being the salt and light of the world in modern society. Teacher can also encourage students to find more ways to contribute oneself to make the world better in newspapers, magazines or the websites below:
 - a. Make Trade Fair: <http://www.maketradefair.org/en/index.htm>
 - b. Projects on Rebuilding Schools: <http://www.hkcc.org.hk/rcsp/index.htm> (Chinese only)
 - c. Médecins Sans Frontières (MSF): http://www.msf.org.hk/about/index_1.htm
 - d. ORBIS: <http://www.orbis.org.hk/bins/index.asp?cid=589-594-605&lang=12>
2. Teacher asks students to think about the following questions with reference to the information collected:
 - Which activity or project can best enable people to contribute themselves to make the world better?
 - How can you contribute yourself to make the world better?
 - How will one’s quality of life change if he/she actively takes part in those activities or projects?
 - Are you willing to participate in those activities or projects, so as to lead a high-quality life which benefits not only yourself but also others? Why or why not?
3. Teacher can invite students to do sharing in the following period.



Material 1 - The Characteristics and Symbolic Meanings of being the salt and light of the world

“You are like salt for the whole human race. But if salt loses its saltiness, there is no way to make it salty again. It has become worthless, so it is thrown out and people trample on it.”
(Matthew 5:13)

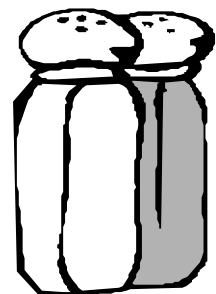
Background information of Salt

1. In ancient Jewish communities and the Middle East, people consumed salt in briquettes, meaning bricks of salt mined from salt mines or wells. All Jewish families had their own piece of salt briquette for seasoning. Once the salt briquettes lost the saltiness, they would be dumped and become stones that people trampled on.
2. In old Jewish customs, when a Jew became an apostate but then return to the faith, he/she had to lie across the door of the Synagogue and invite people entering to step on him. Some Christian groups adopted this custom: whoever had been expelled from the church, before being received back, he had to lie at the door of the church and say to those entering: “Trample on me for I am the salt that has lost its saltiness.”

Characteristics of Salt

Salt has the following characteristics:

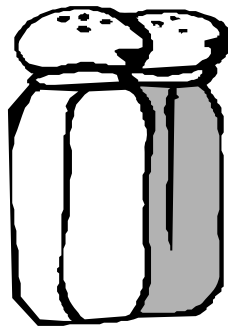
1. Salt was associated with purity and was offered as sacrifices: Romans believed that salt was the product from the two purest things, the sun and the sea. so salt was viewed as the purest of all things. Jews would offer sacrifices with salt to God at the end of each day.
2. Salt was the most common preservative: In the ancient world, salt was the most widely used preservative to keep food and things from rotten.
3. Salt adds flavour to things: The most common use of salt is for seasoning. Salt has to be dissolved before it is used for seasoning.



Symbolic Meanings of Salt

1. Being pure and sacrificing oneself: Jesus' believers are the salt of the earth. They should set an example of keeping themselves pure by keeping a high standard for the way they talk, act and think, so as to live a pure life.
2. Having antiseptic influence on life and defeating corruption: Jesus' believers should be the cleansing antiseptic in any society. They must fight against the corruption of the world. They should never collaborate with others to do bad things, but rather make it easier for others to be good.
3. Sacrificing oneself to be a blessing to others: Salt can add flavour to food, so can Jesus' believers. They can add goodness to the world. Salt can only be used after it is dissolved; similarly, believers have to sacrifice themselves to be others' blessings. Rather than being the ones to receive, believers should be the ones to give. They should bring joy to people with Christ's love.

Like pure salt that never loses its saltiness, Jesus' believers should never lose the qualities of purity, having antiseptic influence, and adding flavour to life.



“You are like light for the whole world. A city built on a hill cannot be hid. No one lights a lamp and puts it under a bowl; instead it is put on the lamp stand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven.” (Matthew 5:14-16)

Background information of Light

1. Bowls: a utensil for measuring made of earth.
2. In Jesus' time, the Jews opened the doors to let beams of sunlight in; whereas at night, they lit the oil lamps and placed them on the lampstands on tables or the walls.
3. Since it was not easy to rekindle a lamp before matches were invented, Jews would take the oil lamps from the lampstands and put them under bowls when leaving home for the sake of safety.

Characteristics of Light

Light have the following characteristics:

1. Light enables things to be seen: Light does not hide things up. Rather, it shines to disperse darkness and keeps people away from dangers or tripping in darkness.
2. Light provides guidance: Ships rely on the beams of light while sailing. In the same way, street lights enable the cars and people to travel safely in the city.
3. Light gives warning signals: In times of danger, light warns people to stop going ahead to keep people safe.

Symbolic Meanings of Light

1. Enabling people to see the good things others do: Being the light of the world, Jesus' believers should be visible to all people. They must shine before the others so that the good things they do can be seen. The Greek word for 'good' is *kalos*, which does not only mean 'good' but also 'attractive'. Therefore, Jesus emphasised that the good things we do must be attractive as well, such that others will be attracted to believing in God.

2. Making the way clear to others: Light enables people to see clearly what lies ahead and prevents them from getting lost. That is the reason why Jesus taught his followers to be the foci of goodness. They should lead others to protest against bad things.
3. Giving warnings to people: As the light of the earth, Jesus' believers are responsible for giving friendly reminders and well-intended warnings to others so as to keep people away from dangers and wrongdoings. Such reminders or warnings are not criticisms or condemnation.

Jesus reminded his believers that their identity and presence in the world are like a city on a hill that cannot be hidden. Believers must let others see and experience God from their goodness. Since they are the light of the world, they cannot be hidden from the rest of the world.

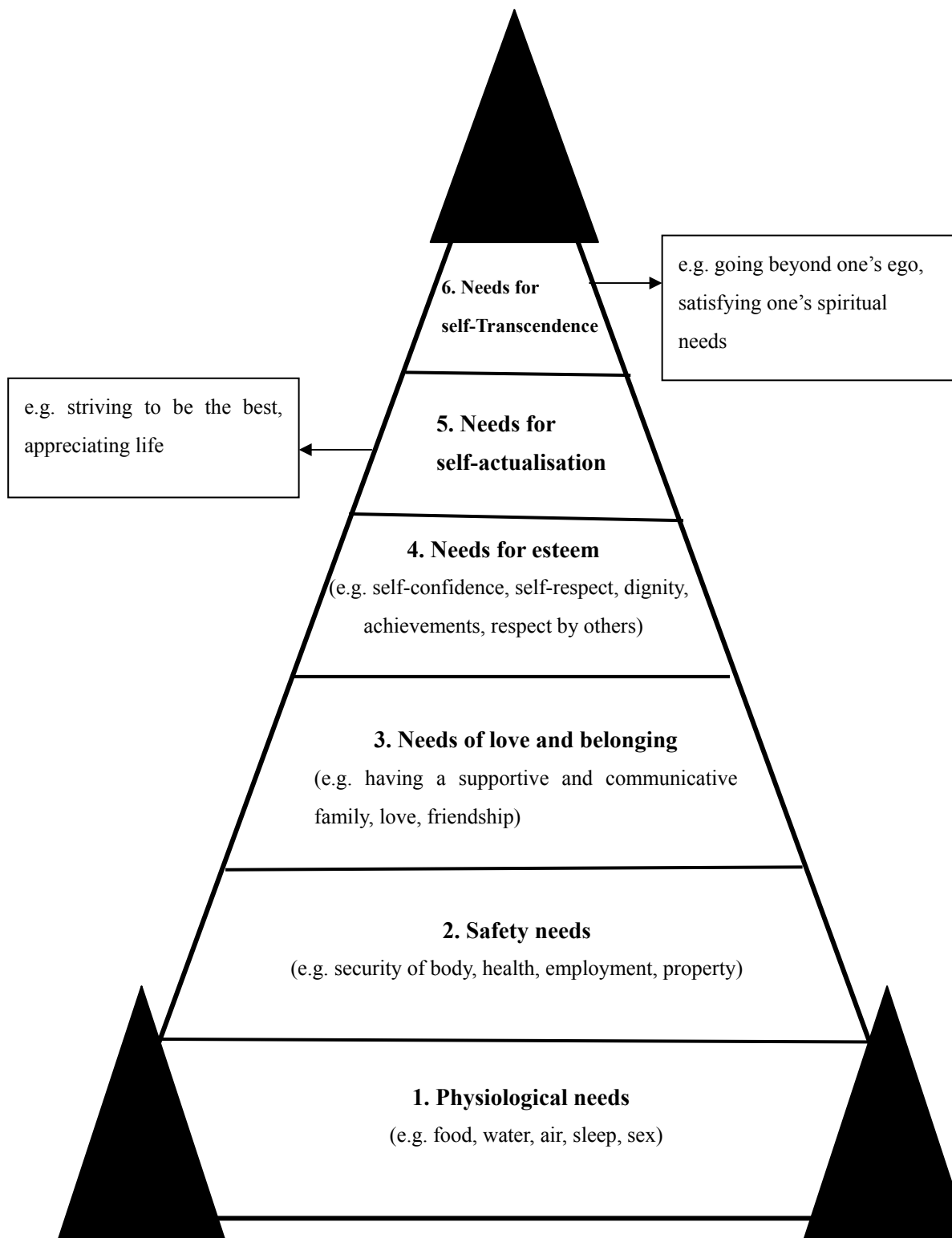
Christian faith is not about lighting up oneself, but also lighting up others.

Therefore, believers have to be willing to show their goodness as well as being good testimonies to others in order to shine for God.

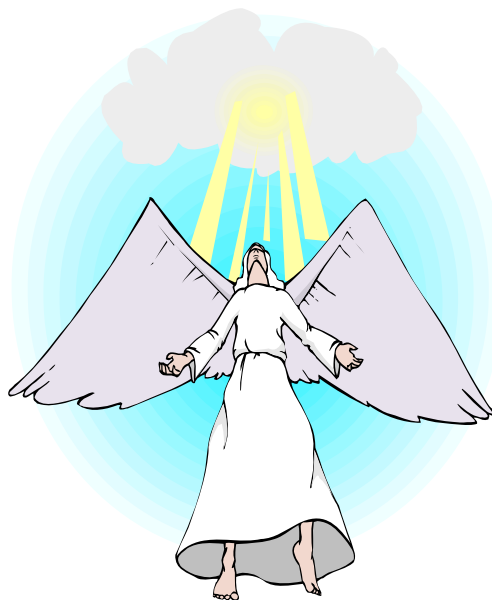
References:

1. Barclay, William. (1975). *Gospel of Matthew Vol. 1 (Chapter 1 to 10)*. Philadelphia: The Westminster Press. pp. 114-122.
2. 華人基督徒查經資料網站：
<http://www.ccbiblestudy.org/New%20Testament/40Matt/40CT05.htm>

Material 2: Maslow's Hierarchy of Needs



1. Physiological needs: the most basic level, e.g. food, water, air, sleep, sex and the dispose of bodily waste.
2. Safety needs: the basic level, e.g. security of body, health, employment, property.
3. Social needs: higher-level needs, e.g. having a supportive and communicative family, love, friendship and other kinds of intimate relationships with people.
4. Needs of love and belonging: higher-level needs, e.g. self-confidence, self-respect, dignity, achievements and respect from others.
5. Needs for self-actualisation: highest-level needs, including striving to be the best, expressing creativity, appreciating life, remaining impartial, feeling closeness to others, and being independent and proactive, etc. This level comes into focus only when the lower-level needs are mostly or entirely satisfied.
6. Needs for self-transcendence: highest-level needs, referring to peak spiritual experiences in life. In such experiences, people transcend their ego and unite with God, the universe and everything on earth.



Material 3: Shedding Light on Anti-War Movements

In 2005, Cindy Sheehan, an American became the leading light of a series of anti-war campaigns by starting the anti-war protest after the Iraq War outside President Bush's Prairie Chapel Ranch. People called her 'Peace Mom' because her 24-year-old son, Casey, died in the Iraq war.

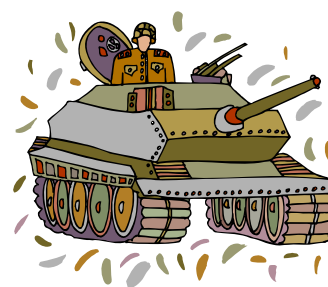
Sheehan expressed that, thousands of innocent Iraqis were killed in the war. Her protests against the war were supported by people who lighted candles all across the country, hoping to strive for peace.

Sheehan's 'Anti-war Candle-Light' rally had aroused strong anti-war feelings not only among the Americans, but also people all over the world, urging the U.S. forces to withdraw from Iraq. Her first blog entry titled 'This is George Bush's Accountability Moment' was stirring. More than 1,000 people responded to her entry on the same night and most people supported her. (http://www.huffingtonpost.com/cindy-sheehan/this-is-george-bushs-a_b_5472.html)

Candle-lights symbolised the anti-war spirit. They did not only shine outside the president's ranch, but also all across the U.S. as well as in different parts of the world, leading people to contemplate the destruction brought by wars and encouraging people to take a more active part in anti-war campaigns. Dim yet meaningful candle-lights had shed light on world peace!

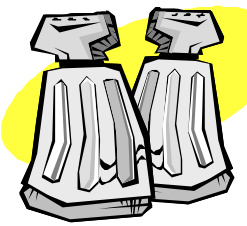
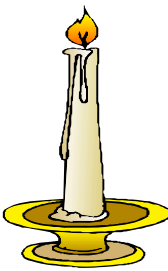
Online reference:

http://en.wikipedia.org/wiki/Cindy_Sheehan



Worksheet 1: Teachings on being the salt and light on earth

With reference to the PowerPoint slides and based on the functions of light and salt, work out what Jesus intended to teach about contributing oneself to make this world better.

	Characteristics	Possible Meanings
<p>Salt</p> 	<ul style="list-style-type: none"> • Associated with purity • The most common preservative • Adding flavour to things 	<p>1 _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p>
<p>Light</p> 	<ul style="list-style-type: none"> • Making things to be seen • Providing guidance • Giving warnings 	<p>1 _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p>

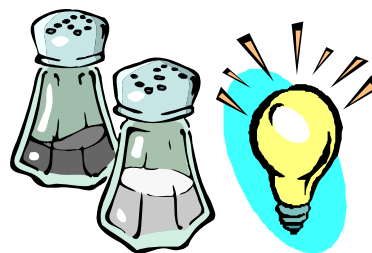
Worksheet 2: Who will be benefited?

1. Read the following cases, discuss and find out what talents the characters can develop to bring changes to the world.

Incidents	Ways of contributing oneself to change the world
1. The school which Siu Fong attended is holding a 'Used Clothes Donation' event to provide clothes for the residents in the impoverished communities in the Mainland. The Student Association encouraged students to donate used clothes to the needy. It also recruited volunteers to be 'Warmth Giving Ambassadors' who would help carry the clothes to the mainland.	
2. When Chi Kin and his family went hiking one day, a hill fire broke out. The family and some other elderly were trapped. Fortunately, Chi Kin found a way out.	

2. Analyse the impacts of being the salt and light of the world on one's life. Base on Maslow's Hierarchy of Needs, think about which level of needs will be satisfied by being the salt and light of the world. Put a tick in the box and explain your answer.

- ☐ 1. Physiological needs
- ☐ 2. Safety needs
- ☐ 3. Needs of love and belonging
- ☐ 4. Needs for esteem
- ☐ 5. Needs for self-actualisation
- ☐ 6. Needs for self-transcendence



Reasons:

Worksheet 3: Civil Rights Leader



With reference to the PowerPoint slides, discuss the following questions.

1. Did Martin Luther King live as the salt and light of the world?

Did he live as the salt of the world?	What qualities of salt did he exhibit?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Keeping oneself pure <input type="checkbox"/> Having antiseptic influence on life <input type="checkbox"/> Sacrificing oneself

Did he live as the light of the world?	What qualities of light did he exhibit?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Showing others the good things he did <input type="checkbox"/> Making the way clear to others <input type="checkbox"/> Giving people the necessary warnings

2. How did Martin Luther King contribute himself to make this world better?

3. How did the good things that Martin Luther King had done impact on the meaning and quality of his own life?

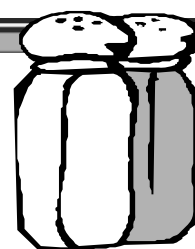
4. Are you impressed by what Martin Luther King had done? What would you do to contribute yourself to make this world better?




Material 1: The Characteristics and Symbolic Meanings of being the Salt and Light of the World

The Characteristics and Symbolic Meanings of being the Salt of the World

Characteristics	Symbolic Meanings
1. Salt is associated with purity	1. Keeping oneself pure and sacrificing oneself: Jesus' believers are the salt of the earth. They should set an example of keeping themselves pure by keeping a high standard for the way they talk, act and think, so as to live a pure life.
2. Salt was the most common preservative	2. Having antiseptic influence on life and defeating corruption: Jesus' believers should be the cleansing antiseptic in any society. They must fight against the corruption of the world. They should never collaborate with others to do bad things, but rather make it easier for others to be good.
3. Salt adds flavour to things	3. Sacrificing oneself to be a blessing to others: Salt can add flavour to food, so can Jesus' believers. They can add goodness to the world. Salt can only be used after it is dissolved; similarly, believers have to sacrifice themselves to be others' blessings. Rather than being the ones to receive, believers should be the ones to give. They should bring joy to people with Christ's love.



The Characteristics and Symbolic Meanings of being the Light of the World

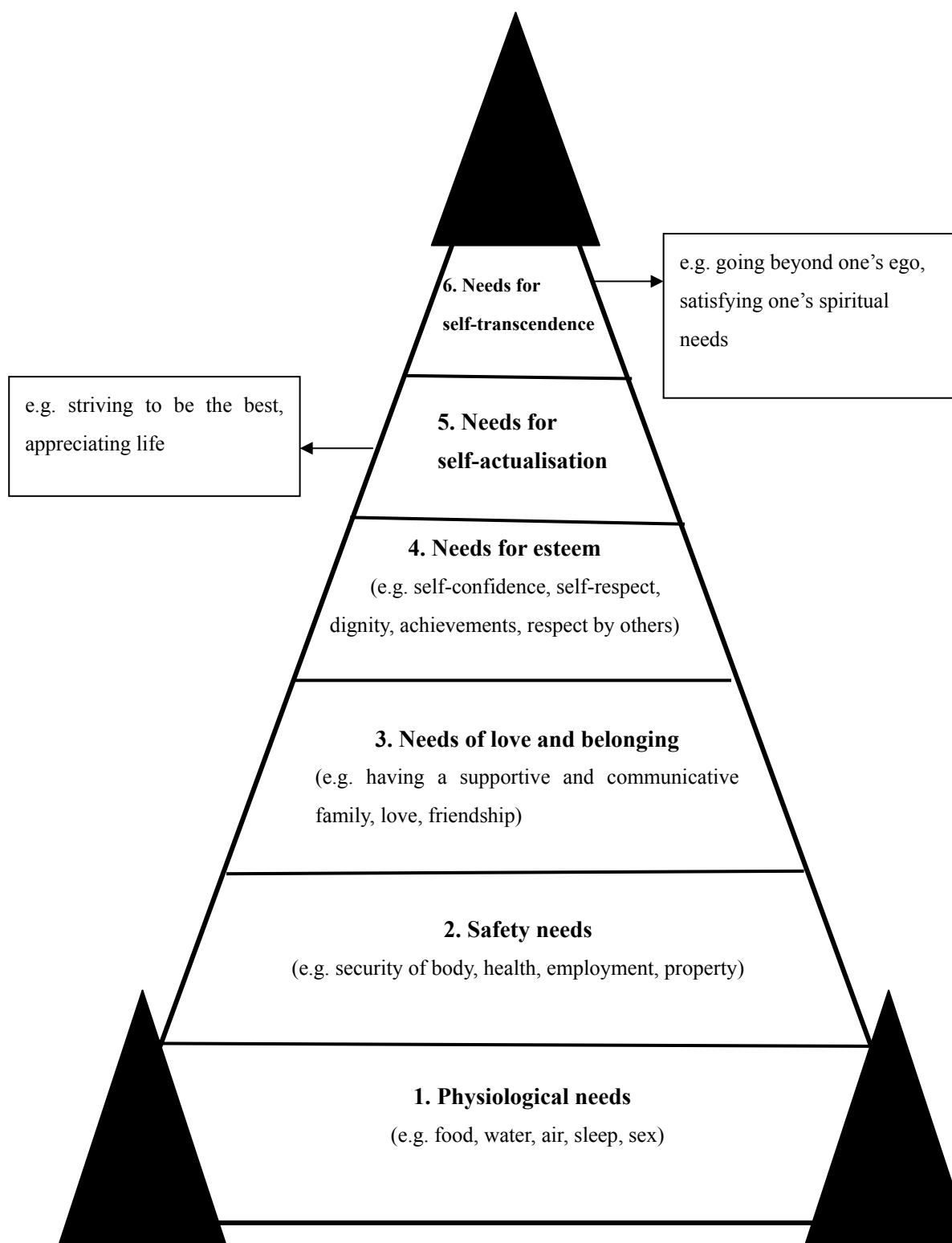
Characteristics	Symbolic Meanings
<p>1. Light enables things to be seen</p> 	<p>1. Shining before people with good things they do:</p> <p>Being the light of the world, Jesus' believers should be visible to all people. They must shine before the others so that the good things they do can be seen. Jesus emphasised that the good things we do must be attractive as well, such that others will be attracted to believe in God.</p>
<p>2. Light provides guidance</p>	<p>2. Making the way clear to others:</p> <p>Light enables people to see clearly what lies ahead and prevents them from getting lost. That is the reason why Jesus taught his followers to be the foci of goodness. They should lead others to protest against bad things.</p>
<p>3. Light gives warning signals</p>	<p>3. Giving people the necessary warnings:</p> <p>As the light of the earth, Jesus' believers are responsible for giving friendly reminders and well-intended warnings to others so as to keep people away from dangers and wrongdoings. Such reminders or warnings are not criticisms or condemnation.</p>

References:

1. Barclay, William. (1975). *Gospel of Matthew Vol. 1 (Chapter 1 to 10)*. Philadelphia: The Westminster Press. pp. 114-122.
2. Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 640). Englewood Cliffs, N.J.: Prentice Hall.



Material 2: Maslow's Hierarchy of Needs



Period 4: The Six Antitheses (1)

1. Biblical reference: Matthew 5:17-32

2. Objectives:

- To learn that the purpose of Jesus' teachings regarding the Mosaic Law was to fulfill its true meaning.
- To understand Jesus' new interpretations of the three theses: murder, adultery and divorce. These new interpretations were intended to reveal the spirit behind the Mosaic Law: (1) to revere God; (2) to pay attention to motives behind actions; (3) to respect oneself and others, and treat one's family, neighbours and even enemies with love.
- To learn to respect oneself and others, and treat others and even one's enemies with love.



3. Teaching strategies:

Background Information	<ul style="list-style-type: none"> • Jesus interpreted the Mosaic Law in a new way to reveal the spirit behind the laws. • By explaining the Six Antitheses including anger, adultery, divorce, vows, revenge, and love one's enemies, Jesus wanted to teach that God does not only require us to behave according to the Law. Rather, God wanted people to revere Him, to pay attention to the motives behind actions, and to abandon hatred, improper desires, hypocrisy and revenge. • Jesus' new interpretations of the Mosaic Law also taught people to treat family, neighbours and even enemies with love.
Issue for Explorations	<ul style="list-style-type: none"> • How can people get along with each other in a better way?
Enquiry Questions	<ul style="list-style-type: none"> • What was the background of Jesus' new interpretations of the Mosaic Law? • Regarding Jesus' new interpretation of "Do not commit murder" in the Mosaic Law, what was the new ethical requirement for human relationship? How did the new ethical requirement fulfill the spirit of the law?

	<ul style="list-style-type: none"> Regarding Jesus' new interpretation of "Do not commit adultery" in the Mosaic Law, what was the new ethical requirement for the relationship between the two sexes? How did the new ethical requirement fulfill the spirit of the law? Regarding Jesus' new interpretation of "Anyone who divorces his wife must give her a written notice of divorce" in the Mosaic Law, what was the new ethical requirement for relationship between couple? How did the new ethical requirement fulfill the spirit of the law?
Learning Activities	<ul style="list-style-type: none"> Through group discussion, help students learn the background of Jesus' new interpretations of the Mosaic Law. Through studying real life examples, help students learn Jesus' new teachings about murder, adultery, and divorce, and the meaning behind the new teachings. Through studying real life examples, help students analyse whether the new ethical principles proposed by Jesus are applicable to the modern society. Study examples of how people have put Jesus' new moral spirit into practice.
Key Concepts	<ul style="list-style-type: none"> Jesus' new interpretations of the Law
Generic Skills, Values and Attitudes involved	<ul style="list-style-type: none"> Refer to the "Generic Skills, Values and Attitudes' table included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> Discuss the difficulties in putting Jesus' teachings into practice.
Extended Activities	<ul style="list-style-type: none"> Collect examples from newspapers and magazines, help students understand the consequences of disrespecting others, females and spouses, so as to reflect on the applicability of Jesus' teachings in modern society.

Activity One

Enquiry Questions	Generic Skills	Values and Attitudes
What was the background of Jesus' new interpretations of the Mosaic Law?	Collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good

Teaching steps:**1. Teacher does warm-up exercise with students by asking them to think about and discuss the reasons of keeping the law of society.**

- Teacher shows PowerPoint 1 (The Spirit of the Law). Let students understand the spirit of the Law in Hong Kong by looking at ordinances regarding the regulation of smoking in public areas, littering, indecent assault, infringing copyright, etc.
 - Invite students to answer the questions on the PowerPoint slide: what is the punishment if we offend the particular ordinance?
 - Teacher divides students into groups of four. Ask each group to choose one ordinance from the PowerPoint slide (e.g. prohibiting smoking in certain designated areas, anti-littering, indecent assault, infringement of copyright) and to discuss the spirit of that ordinance, such as whom the ordinance aims to protect and how the ordinance benefits the society.
- Teacher discusses with students:
 - Why do people when observe the law? Do people want to avoid being punished or do they really respect the spirit of the law? What is the difference between these two intentions?

2. Teacher points out:

- Most ordinances aim to protect the rights of every person in society, so that all people are equally treated.
- One should not observe the law just for avoiding punishment. Rather, one should realise that the spirit of the law is to protect individual interests and to respect others' rights. Thus, one should always observe the law even without supervision.
- In Jesus' times, the Mosaic Law was regarded as the principal law of the Jewish society. In discussing how to keep the Mosaic Law, Jesus brought up his own views which were different from those of the religious leaders. Let us look at the differences, and the reasons behind Jesus' views.

3. Teacher carries out the “Jesus’ Views on the Mosaic Law” activity with students and helps them understand Jesus’ different views on the Mosaic Law.

- Teacher asks students to read Matthew 5:17-20 and find out Jesus’ views on the Mosaic Law. Invite students to present what they read.
- Teacher shows “PowerPoint 2” (Jesus’ Views on the Mosaic Law), briefly explains Jesus’ views on the Mosaic Law, in particular the following background information for students to understand Jesus reinterpretations of the Mosaic Law:
 - Respecting the Mosaic Law
 - Reinterpreting the Law with the following emphases: Emphasising the spirit of the Mosaic Law; revering God, and respecting oneself and others;
 - Deepening the requirements of the Mosaic Law: paying attention to the intentions behind actions; respecting and loving others.
- Teacher hands out Students’ Reference: Material 1 (Comparison between Jesus’ and the Pharisees’ views on the Mosaic Law) and helps students understand the different views Jesus and the Pharisees had on the Mosaic Law.
- Teacher divides students into groups of four and guides them to discuss the following questions:
 - What were the merits of Jesus’ views when compared to those of the Pharisees?
 - Do you agree with Jesus’ understanding of the spirit of the Law, revering God and respecting oneself and others? Why?

4. Teacher summarises:

- In Jesus’ times, the Pharisees paid much attention to the literal meaning of the Mosaic Law and persisted in the stipulations of the Law, but neglected the spirit of the Law.
- Jesus pointed out that the spirit of the Mosaic Law was to lead people to revere God and to respect oneself and others. It was against the spirit if one just focuses on behaving well and neglects the intentions behind.

Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
Regarding Jesus' new interpretation of "Do not commit murder" in the Mosaic Law, what was the new ethical requirement for human relationship? How did the new ethical requirement fulfill the spirit of the law?	Collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good, critical, openness

Teaching steps:**1. Teacher asks:**

- Have you ever been angry with your family members or friends, or even insulted them? What were their responses? How did that event affect the relationship between you and them? Do you think you have hurt them?

2. Teacher carries out the "The Headbutt of Zidane" activity with students and helps them understand how anger and insult damage human relationship.

- Teacher shows "PowerPoint 3" (The Headbutt of Zidane) as an introduction.
- Teacher divides students into groups and asks them to discuss:
 - If you were Zidane, how would you feel when you were insulted by Materazzi? What would you do? Explain.
 - Hence, what were the consequences of being angry and insulting others?
 - If people cannot control their emotions, what are the possible serious consequences?
- Teacher invites students to present what they have discussed.

3. Teacher points out:

- According to Matthew 5:21-26, when Jesus reinterpreted the meaning of "Do not commit murder" in the Mosaic Law, he told people not to commit murder and not to be angry with others. Why did Jesus consider being angry as parallel to murder?
- According to Jesus, what was the new ethical requirement for human relationship?

4. Teacher carries out "The New Requirements for the Six Antitheses" activity with students. Help them understand the new ethical requirement of the law "Do not commit murder" and see how this new ethical requirement can fulfill the spirit of the law.

- Teacher divides students into six groups and hands out "Worksheet 1" (The New Requirements for the Six Antitheses) to each group.

- Teacher asks students to read Matthew 5:21-26 and find out Jesus' new ethical requirement of the law "Do not commit murder". Teacher also asks students to explore the kind of interpersonal relationship required by the new interpretation. Then asks students to complete the first row "Do not commit murder" on Worksheet
 - Teacher points out: "brothers" in the Bible refers to ordinary people in general.
- Teacher asks students to discuss the following question:
 - How did the new ethical requirement fulfill the spirit of the law "Do not commit murder"?
- Teacher shows "PowerPoint 4" ("1. Do not commit murder" of The New Interpretation and the Spirit of the Six Antitheses (1): Anger, Adultery, and Divorce) and helps students understand the spirit of the law "Do not commit murder". Also, help students understand how the new ethical requirement "Do not be angry and insult others" can fulfill the spirit of the law "Do not commit murder"?
- Teacher summarises:
 - Jesus emphasised that the spirit of the law "Do not commit murder" is the absolute respect to other people. All disrespectful behaviour should be prohibited. We should neither commit murder nor be angry with others.

5. Teacher discusses with students:

- "Language violence", such as foul languages, insults, ridicule, offensive expressions and impolite expressions, is common in the modern society. With reference to Jesus' teachings, how would you comment on language violence?
- How can we avoid hurting others with our language?
- Do you agree that saying less bad words may avoid harming human relationships? Why?

6. Teacher summarises:

- Jesus pointed out that the Mosaic Law "Do not commit murder" should not be merely understood literally, i.e. the absence of murder.
- The spirit of the Mosaic Law "Do not commit murder" is to respect others. Jesus, therefore, pointed out that in order to truly uphold the spirit of the Mosaic Law "Do not commit murder", one should neither be angry with others nor insult others with disdainful or malicious languages. Disrespectful behaviour could only bring harm to human relationships.



Activity Three

Enquiry Questions	Generic Skills	Values and Attitudes
Regarding Jesus' new interpretation of "Do not commit adultery" in the Mosaic Law, what was the new ethical requirement for the relationship between the two sexes? How did the new ethical requirement fulfill the spirit of the law?	Collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good, creative, appreciative

Teaching steps:

1. Teacher carries out the "Survey of Newspapers Supplement" activity with students and helps them understand how the mass media views the relationship between the two sexes.

- Teacher collects some recent newspapers and magazines.
- Teacher divides students into groups of four and asks the groups to observe and discuss how the newspapers and magazines in Hong Kong present the relationship between the sexes. Then, teacher invites each group to present what they have discussed.

2. Teacher discusses with students:

- How do the Hong Kong mass media usually present the relationship between the two sexes? From a scientific point of view (biological or medical), or from a pornographic point of view?
- How do the different points of view affect the relationship between the sexes? Explain both positive and negative effects with examples.
- What kind of attitude should we have towards the relationship between the sexes?

3. Teacher points out:

- In Matthew 5:27-28, Jesus reinterpreted "Do not commit adultery" in the Mosaic Law and taught people that not only committing adultery is guilty, but staring at a woman and desiring her as well. Why did Jesus consider the desire desiring a woman as parallel to adultery?
- What was the new ethical requirement for the relationship between the sexes according to Jesus?

4. Teacher carries out the “The New Requirements for the Six Antitheses” activity with students. Help them understand the new ethical requirement concerning the law “Do not commit adultery” and how the new ethical requirement can fulfill the spirit of the Law.

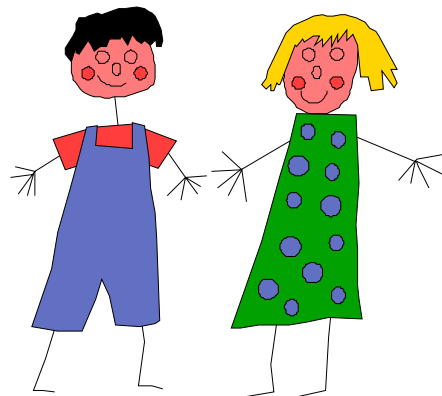
- Teacher asks the groups to read Matthew 5:27-28 and explore the new interpretation of the law “Do not commit adultery”. Explore Jesus’ new ethical requirement concerning the law. Teacher also asks students to explore the kind of interpersonal relationship required in the new interpretation. Then ask students to complete the second row “Do not commit adultery” on Worksheet 1.
 - Teacher points out that Jesus followed the convention of the Mosaic Law and concentrated on the reinterpretation of men’s proper thoughts and behaviour towards women, vice versa.
- Teacher asks students to discuss the following question:
 - How does the new ethical requirement fulfill the spirit of the Law “Do not commit adultery”?
- Teacher shows “PowerPoint 4” (“2. Do not commit adultery” of The New Interpretation and the Spirit of the Six Antitheses (1): Anger, Adultery, and Divorce) and helps students understand the spirit of the law “Do not commit adultery. Also, help students understand how the new ethical requirement “Do not stare at a woman and desire her” can fulfill the spirit of the law.
- Teacher summarises:
 - Jesus emphasised that the spirit of the law “Do not commit adultery” means respecting the opposite sex. All disrespectful behaviour between the sexes should be prohibited. We should not commit adultery. We should also refrain from any disrespectful thoughts and behaviour towards the opposite sex.

5. Teacher discusses with students:

- Many magazine covers and advertisements use female figures to lure readers and customers (teacher may show students some relevant magazines or advertisements). With reference to Jesus’ teachings, how would you comment on such ways of advertising strategy?
- Is Jesus’ new requirement of proper relationship between the sexes still relevant today? Why?
- In what ways can the relationship between the sexes be enhanced in Hong Kong?
- Do you agree that respecting the opposite sex can reduce harming the relationship between the two sexes? Why?

6. Teacher summarises:

- Jesus pointed out that the Mosaic Law “Do not commit adultery” should not be merely understood literally, i.e. simply to avoid adultery.
- The spirit of the Mosaic Law “Do not commit adultery” is to respect the opposite sex. Jesus, therefore, pointed out that to truly uphold the spirit of the Mosaic Law “Do not commit adultery”, one should not stare at a woman and desire her because it is disrespectful and will harm the relationship between the sexes.
- Jesus followed the convention of the Mosaic Law, and concentrated on the reinterpretation of men’s proper thoughts and behaviour towards women, vice versa.



Activity Four

Enquiry Questions	Generic Skills	Values and Attitudes
Regarding Jesus' new interpretation of "Anyone who divorces his wife must give her a written notice of divorce" in the Mosaic Law, what was the new ethical requirement for relationship between couple? How did the new ethical requirement fulfill the spirit of the law?	Collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good, creativity, appreciation

Teaching steps:**1. Teacher asks:**

- How do people in Hong Kong usually treat their spouses? Do they respect each other?

2. Teacher carries out the "Problems faced by Couples in Hong Kong" activity with students. Help them understand the problems faced by couples in Hong Kong.

- Teacher shows "PowerPoint 5" (Wife Abuse is Serious in Hong Kong) as an introduction and guides students to discuss:
 - From the cases, how do the couples think about their marriage and their spouses?
 - What is your opinion about their views?

3. Teacher points out:

- In Matthew 5:31-32, Jesus reinterpreted the meaning of the law on divorce in the Mosaic Law. He taught people that they should not divorce their wives just by giving them divorce notices. Rather, they should not divorce their wives for any reasons other than her unfaithfulness. What is the reason behind?
- What was the new ethical requirement for the relationship between spouses according to Jesus?

4. Teacher carries out the "The New Requirements for the Six Antitheses" activity with students. Help them understand the new ethical requirement concerning the law "anyone who divorces his wife must give her a written notice of divorce" and how the new ethical requirement can fulfill the spirit of the law.

- Teacher asks the groups to read Matthew 5:31-32 and find out the new ethical requirement of the law on divorce, and to explore Jesus' new ethical requirement concerning this law. Teacher also asks students to explore the kind of interpersonal relationship required in the new interpretation. Then let students complete the third row "Anyone who divorces his wife must give her a written notice of divorce" on Worksheet 1.
 - Teacher points out that Jesus followed the convention of the Mosaic Law, and reinterpreted that men should not divorce their wives at their pleasure, and vice versa.
- Teacher asks students to discuss the following question:
 - How did the new ethical requirement fulfill the spirit of the law "Anyone who divorces his wife must give her a written notice of divorce"?
- Teacher shows "PowerPoint 4" ("3. On Divorce" of The New Interpretation and the Spirit of the Six Antitheses (1): Anger, Adultery, and Divorce) and helps students understand the spirit of the law "anyone who divorces his wife must give her a written notice of divorce". For the new ethical requirement, i.e. if a man divorces his wife for any reason other than her unfaithfulness, he is guilty of making her commit adultery if she marries again; and the other man who marries her commits adultery, teacher helps students understand how it can fulfill the spirit of the original law?
- Teacher summarises:
 - Jesus emphasised that the spirit of the law on divorce means is to respect one's partner and the sanctity of marriage.

5. Teacher discusses with students:

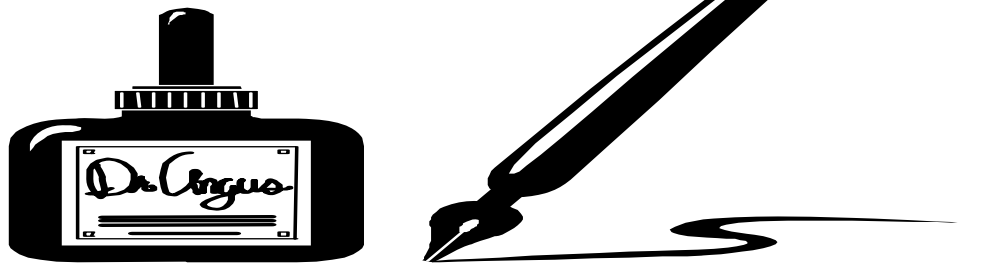
- Are Jesus' views on marriage and spouses different from that in modern society? If yes, what is the difference?
- Do you agree with Jesus' views on marriage and spouse? Try to explain your view from the angles of both sexes, focusing on the development of family and social stability.

6. Teacher summarises:

- When Jesus reinterpreted the Mosaic Law on divorce, he brought up a new requirement for the relationship between spouses, that a husband should neither consider his wife as "a tool" nor abandon her at will.
- Jesus reinterpreted the law on divorce so as to ask couples to respect each other, value the sanctity of marriage.

Extended Activities:

1. Teacher asks students to choose one out of the three: anger, adultery and divorce, and asks them to search for a news report on a tragedy which happened due to disrespecting others (family, friends or relatives), female, or spouses. Students should first briefly describe the causes and consequences of that incident, then evaluate whether Jesus' teachings are applicable in modern society. Finally, students are required to suggest ways to avoid such incidents and ways that can improve relationships among people.



Material 1: Comparison of Jesus' and Pharisees' viewpoints on the Law

	Jesus	Pharisees
Attitude	<ul style="list-style-type: none"> Valued the Mosaic Law; Paid much attention to the spirit of the Law; respected himself and others, and revered God; reinterpreted the Law based on the above mentioned aspects; Amplified the requirements of the Law: to pay attention to intentions behind actions. 	<ul style="list-style-type: none"> Valued the Mosaic Law; Paid much attention to the words of the Law; kept the stipulations of the Law, e.g. obeyed the law on Sabbath rigidly, prohibiting people to heal others on Sabbath; Extended the stipulations of the Law, so as to cover every aspects of living and made people keep the Law at all times.
Actions and motives	<ul style="list-style-type: none"> Paid much attention to the motives behind actions. 	<ul style="list-style-type: none"> Paid much attention to the actions themselves; neglected the motives behind actions.
Reasons for keeping the Law	<ul style="list-style-type: none"> Taught people to keep the Law so as to respect others and to revere God. 	<ul style="list-style-type: none"> Being hypocritical and obeyed the Law rigidly, so as to show their extraordinary status

Reference:

Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 630-674). Englewood Cliffs, N.J.: Prentice Hall.

Material 2: Jesus' Interpretation of the Six Antitheses (Matthew 5: 21-48)

1. On Anger

"Do not commit murder" is the sixth commandment in Exodus 20:13 and Deuteronomy 5:17. Jesus reinterpreted the law in a way that he even prohibited people being angry with people around them. Jesus did not want people to interpret the law literally. He wanted people to avoid anything that might lead to murder. He did not want people to accumulate their resentment and anger, refusing to reconcile or even plotting to revenge.

2. On Adultery

"Do not commit adultery" is the seventh commandments in Exodus 20:14 and Deuteronomy 5:18. According to Leviticus 20:10, adultery was a serious crime. The adulterine might be sentenced to death. Jesus extended this law, such that a man is considered guilty if he desires a woman when he stares at her. Jesus reinterpreted the law because he wanted people to control their desires and to resist temptations.

3. On Divorce

According to Deuteronomy 24:1-4, Moses permitted to let men divorce their wives by writing a notice of divorce. The divorced women would be free and could marry again. Jesus reinterpreted the law. He considered marriage as a covenant to sustain the relationship between spouses. It is the God's will for a couple to keep their marriage because the two are united by God and none should be alone. Therefore, divorce is a crime. A man should not divorce his wife except for marital unfaithfulness.

4. On Vows

According to the Mosaic Law (Leviticus 19:12; Numbers 30:3), Moses permitted people to make vows but forbade people to breach the vows. Jesus reinterpreted the law that a righteous man needs no vows to guarantee anything.

5. On Revenge

According to the Mosaic Law (Exodus 21:22-25), only revenge on one for one basis was permitted in order to restrain the extent of revenge. Jesus reinterpreted the law and asked people not to hate or take revenges. He explained the new requirement with three examples: (a) If someone slaps you on the right cheek, let him slap your left cheek too; (b) if someone takes you to court to sue you for your shirt, let him have your coat as well; (c) if someone forces you to carry his pack one mile, carry it two miles.

The three examples show forgiveness because (a) a right-handed person has to use the back of his hand to slap the right cheek of another person. According to the Jewish customs, the insult of slapping others with the back of one's hand was twice as much as that with the palm. Through this example, Jesus taught people not to resent or take revenge. (b) The coats of the Jews were blanket-like robes. Men wore robes as clothes in daytime and used them as blankets at night. As the Jews usually had only one robe, they must not pawn it or lose it. This example helped people learn not to fight or argue for their rights. (c) If the Roman troops forced the Jews to carry their packs one mile, the Jews should make every effort and kindly serve them with love no matter how rude, unreasonable or even cruel the people asked for help were.

6. On Loving One's Enemies

The Mosaic Law (Leviticus 19:18) taught people to love their neighbours and hate their enemies. At that time, the Jews thought that "neighbour" meant people of their own race. Jesus reinterpreted the law and taught people to love their enemies. God loves everyone in the world, including the wicked ones, regardless of their status. His followers, therefore, should love each other and even their enemies so as to follow God's will.

References:

1. 黎美霞、歐陽綺文 (1998):《同創新天地第四冊：學生本》(頁 72-77)。香港：宗教教育中心。
2. Viviano, Benedict T. (1990). The Gospel According to Matthew. In Brown, Raymond & Fitzmyer, J. (Eds). *New Jerome Biblical Commentary* (pp.630-674). Englewood Cliffs, N.J.: Prentice Hall.

Worksheet 1- The New Requirements for the Six Antitheses (Suggested Answers)

The Mosaic Law	Jesus' explanations about the spirit of the Mosaic Law	Interpersonal relationship involved
1. Do not commit murder; anyone who does so will be brought to trial.	<ul style="list-style-type: none"> • Explain the spirit of the Mosaic Law: "Do not commit murder" means to respect others wholeheartedly. Thus, insulting others is not allowed. • Jesus' new ethical requirements: Do not be angry with other people. • Reasons for making the new ethical requirement: Do not be angry with other people or insult others with disdainful or malicious language. These disrespectful behaviours could only harm human relationship. 	Brothers (ordinary people)
2. Do not commit adultery.	<ul style="list-style-type: none"> • Explain the spirit of the Mosaic Law: "Do not commit adultery" means men should have proper thoughts and behaviour towards women. • Jesus' new ethical requirements: anyone who stares at a woman and desires her is guilty of committing adultery with her in his heart. • Reasons for making new ethical requirements: When a man stares at a woman, he should not desire the woman because it is disrespectful of women and it will harm the relationship between the two sexes. 	Females (both sexes)

The Mosaic Law	Jesus' explanations on the spirit of the Mosaic Law	Interpersonal relationship involved
<p>3. Anyone who divorces his wife must give her a written notice of divorce.</p>	<ul style="list-style-type: none"> • Explain the spirit of the Mosaic Law: "Anyone who divorces his wife must give her a written notice of divorce" means that one should not divorce his wife at his pleasure. • Jesus' new ethical requirements: Do not divorce. • Reasons for making the new ethical requirements: Spouses should respect each other and value the sanctity of marriage. 	<p>Couples</p>

Worksheet 1- The New Requirements for the Six Antitheses

Complete the table below.

The Mosaic Law	Jesus' explanations on the spirit of the Mosaic Law	Interpersonal relationship involved
1. Do not commit murder; anyone who does so will be brought to trial.		
2. Do not commit adultery.		
3. Anyone who divorces his wife must give her a written notice of divorce.		



Material 1: Comparison of Jesus' and Pharisees' viewpoints on the Law

	Jesus	Pharisees
Attitude	<ul style="list-style-type: none"> Valued the Mosaic Law; Paid much attention to the spirit of the Law; respected himself and others, and revered God; reinterpreted the Law based on the above mentioned aspects; Amplified the requirements of the Law: to pay attention to intentions behind actions. 	<ul style="list-style-type: none"> Valued the Mosaic Law; Paid much attention to the words of the Law; kept the stipulations of the Law, e.g. obeyed the law on Sabbath rigidly, prohibiting people to heal others on Sabbath; Extended the stipulations of the Law, so as to cover every aspects of living and made people keep the Law at all times.
Actions and motives	<ul style="list-style-type: none"> Paid much attention to the motives behind actions. 	<ul style="list-style-type: none"> Paid much attention to the actions themselves; neglected the motives behind actions.
Reasons for keeping the Law	<ul style="list-style-type: none"> Taught people to keep the Law so as to respect others and to revere God. 	<ul style="list-style-type: none"> Being hypocritical and obeyed the Law rigidly, so as to show their extraordinary status

Reference:

Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 630-674). Englewood Cliffs, N.J.: Prentice Hall.

Period 5 : The Six Antitheses (2)

1. Biblical reference: Matthew 5:33-48

2. Objectives:

- To understand Jesus' new interpretations of the three antitheses: vows, revenge and hatred of enemies. The new interpretations were intended to reveal the spirit behind the Mosaic Law: (1) to revere God; (2) to pay attention to the intentions behind actions; (3) to respect oneself and others, and treat one's family, neighbours and even enemies with love.
- To learn to respect oneself and others, and treat others and even enemies with love in life.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • Jesus reinterpreted the Mosaic Law in order to reveal its spirit. • By explaining the Six Theses, namely anger, adultery, divorce, vows, revenge, and loving your enemies, Jesus wanted to teach that God does not only require us to follow the Law. Rather, it is the will of God that we revere Him, pay attention to the intentions behind actions, and abandon hatred, improper desires, hypocrisy and revenge. • Jesus' new interpretations of the Mosaic Law also teach people to treat family, neighbours and even enemies with love.
Issue for Explorations	<ul style="list-style-type: none"> • How can people get along with each other in a better way?
Enquiry Questions	<ul style="list-style-type: none"> • Regarding Jesus' new interpretation of "Do not break your promise" in the Mosaic Law, what was the new ethical requirement for human relationship? How did the new ethical requirement fulfill the spirit of "Do not break your promise"?

	<ul style="list-style-type: none"> Regarding Jesus' new interpretation of "An eye for an eye, and a tooth for a tooth" in the Mosaic Law, what was the new ethical requirement for human relationship? How did this new ethical requirement fulfill the spirit of "An eye for an eye, and a tooth for a tooth"? Regarding Jesus' new interpretation of "Love your friends, hate your enemies" in the Mosaic Law, what was the new ethical requirement for human relationship? How did this new ethical requirement fulfill the spirit of "Love your friends, hate your enemies"?
Learning Activities	<ul style="list-style-type: none"> Through studying real life examples, help students learn Jesus' new teachings on vows, revenge and hatred, and the meanings behind these new teachings. Through studying real life examples, help students analyse whether Jesus' new ethical principles are applicable in the society today. Through studying real examples, understand how some people had put Jesus' new moral principles into practice.
Key Concepts	<ul style="list-style-type: none"> Jesus' new interpretations of the Law
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> Discuss the difficulties when putting Jesus' teachings into practice.
Extended Activities	<ul style="list-style-type: none"> To understand how Jesus' new interpretations of the six theses can be applied in Hong Kong.

Activity One

Enquiry Questions	Generic Skills	Values and Attitudes
Regarding Jesus' new interpretation of "Do not break your promise" in the Mosaic Law, what was the new ethical requirement for human relationship? How did the new ethical requirement fulfill the spirit of "Do not break your promise"?	Collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good, critical, openness

Teaching Steps:

Step 1: Teacher does warm-up exercise with students by asking them to think about and discuss the reasons for making vows.

- Teacher guides students to think about:
 - In modern society, under what circumstances do people need to prove all he/she said is true?
 - In modern society, how do people prove all he/she said is true?
- Teacher shows "PowerPoint 1" (Know More about Vows) as an introduction, allowing students to understand that oaths have a legally binding power on those who made them in the modern society. If any person, having lawfully sworn in a judicial proceeding, makes a false statement, or willfully makes contradictory statements of fact, he shall be liable to imprisonment and to a fine. Teacher divides students into groups and asks them to discuss:
 - Have you ever had any experience of making vows? What did you vow?
 - Is making vows the only way to make others believe in what you said? Are there any other ways?

Step 2: Teacher points out:

- In Matthew 5:33-37, Jesus reinterpreted "Do not break your promise" in the Mosaic Law. He taught people that not only should they keep their promise, but should make no vows at all. Why did Jesus interpret "not to break promise" as "not to make vows"? What was the new ethical requirement for human relationship implied?

Step 3: Teacher carries out “The New Requirements for the Six Antitheses’ activity with students. Help them understand the new ethical requirement concerning “Do not break your promise” and how the new ethical requirement can fulfill the spirit of the Law.

- Teacher shows “PowerPoint 2” (“4. Do not break your promise” of The New Interpretation and the Spirit of the Six Antitheses (2): Vows, Revenge and Love for Enemies, pages 6-7) and helps students understand the historical background of Jesus’ teaching on “Do not break your promise”.
- Teacher asks students to form groups according to the grouping in the previous period. Teacher then asks them to read Matthew 5:33-37 and find out Jesus’ new ethical requirement of the law “Do not break your promise”. Teacher also asks students to explore the kind of interpersonal relationship that is required in Jesus’ reinterpretation. Then ask students to complete the first row “Do not break your promise” on “Worksheet 1”.
- Teacher asks students to discuss the following question:
 - How did Jesus’ new ethical requirement fulfill the spirit of the Law “Do not break your promise”?
- Teacher shows “PowerPoint 2” (“4. Do not break your promise” of “The New Interpretation and the Spirit of the Six Antitheses (2): Vows, Revenge and Love for Enemies) and helps students understand the spirit of the law “Do not break your promise”. Also, help students understand how the new ethical requirement “Do not use any vow when you make a promise” can fulfill the spirit of the law “Do not break your promise”?
- Teacher summarises:
 - Jesus emphasised that the spirit of law “Do not break your promise” is being honest and faithfully putting one’s words in practice. In fact, it is not necessary for people to guarantee by making vows.
 - Jesus hoped that people would take up the responsibility to improve the world. If people are sincere towards each other, vows are not necessary.

Step 4: Teacher discusses with students:

- Jesus reinterpreted the law “Do not break your promise” so as to teach people to tell the truth and put their words into practice faithfully. What is the positive impact of the new interpretation on human relationship?
- Is trustworthiness important to human relationship in our daily life and everyday operation of our society? Why?
- What would the world be if people do not make vows any longer? How can we attain such an ideal world?

Step 5: Teacher summarises:

- Jesus reinterpreted the law “Do not break your promise” and brought up new principles for human relationship. He taught that one should simply tell the truth and faithfully put his words into practice. By so doing, one shows respect for others and oneself, and helps build a human relationship based on mutual trust.
- Besides, Jesus also wanted people to understand that a good person do not need to make vows, for there is no need for a person who always speak the truth to guarantee anything through vows.
- We have the responsibility to improve the world. We should try hard to lead people to see their internal goodness, and let them know that they do not need to make vows. If people are sincere towards each other, vows are not necessary.



Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
Regarding Jesus' new interpretation of "An eye for an eye, and a tooth for a tooth" in the Mosaic Law, what was the new ethical requirement for human relationship? How did this new ethical requirement fulfill the spirit of "An eye for an eye, and a tooth for a tooth"?	collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good, appreciative

Teaching Steps:**Step 1: Teacher asks:**

- What would you do when people offend you? Will you take revenge?
- Do you think the idea of "an eye for an eye, and a tooth for a tooth" is reasonable? Why?

Step 2: Teacher carries out "India's Father of the Nation: Mahatma Gandhi" activity with students. Help them understand why some people can fulfill the spirit of no hatred and no revenge.

- Teacher shows "PowerPoint 3" (India's Father of the Nation: Mahatma Gandhi) as an introduction.
- Teacher divides students into groups and asks them to discuss:
 - Do you appreciate the idea of striving for national independence with the spirit of no hatred and no revenge? Explain.
 - Why did Gandhi strive for national independence with the spirit of no hatred and no revenge?

Step 3: Teacher points out:

- In Matthew 5:38-42, Jesus reinterpreted the meaning of "an eye for an eye, and a tooth for a tooth" in the Mosaic Law. He taught people not to take revenge on those who wronged them. Why did Jesus interpret the law in that way?
- What was Jesus' new ethical requirement for getting along with those who wrong us?

Step 4: Teacher carries out “The New Requirements for the Six Antitheses” activity with students. Help them understand the new ethical requirement concerning the law “an eye for an eye, and a tooth for a tooth” and how the new ethical requirement can fulfill the spirit of the Law.

- Teacher asks students to form groups according to the previous grouping. Teacher then asks them to read Matthew 5:38-42 and find out Jesus’ reinterpretation of the law “an eye for an eye, a tooth for a tooth”. Teacher also asks students to explore the kind of interpersonal relationship required in Jesus’ reinterpretation. Ask students to complete the second row “an eye for an eye, a tooth for a tooth” on “Worksheet 1”.
- Teacher asks students to discuss the following question:
 - How does Jesus’ new ethical requirement fulfill the spirit of the Law “an eye for an eye, a tooth for a tooth”?
- Teacher shows “PowerPoint 2” (“5. An eye for an eye, a tooth for a tooth” of “The New Interpretation and the Spirit of the Six Antitheses (2): Vows, Revenge and Love for Enemies”) and helps students understand the spirit of the law “an eye for an eye, a tooth for a tooth”. Also, help students understand how the new ethical requirement “do not take revenge on someone who wrongs you” can fulfill the spirit of the law “an eye for an eye, a tooth for a tooth”.
- Teacher summarises:
 - Jesus emphasised that the spirit of the law “an eye for an eye, a tooth for a tooth” is to restrict revenge to a one for one basis, prohibiting “over-revenge”. Jesus raised the spirit to a higher level by bringing up the new spirit of no hatred and no revenge.

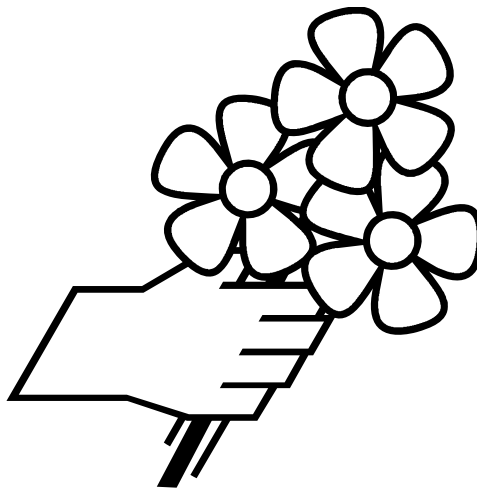
Step 5: Teacher discusses with students:

- Do you agree more with the principle of “an eye for an eye, a tooth for a tooth” or with Jesus’ principle of no hatred and no revenge?
- Which principle is followed by the majority of Hong Kong citizens? Quote some examples to support your answer
- Does “no hatred and no revenge” mean concession and weakness? Some political and social movements were started based on the principle of “replacing violence with violence” while some adopted the “Nonviolence” method. An example of the latter was the movements of nonviolent resistance led by Gandhi, aiming to make India an independent country. Which method is more effective?
(Teacher can prepare some more cases, e.g. the comparison of the different responses of militarists and pacifists in the Israeli-Palestinian conflict, or the South Africa Archbishop Desmond Tutu’s speech on promoting peace between Israel and Pakistan. <http://palinfo.habago.org/archives/2007/03/23/13.58.58/>)

Step 6: Teacher summarises:

- Jesus reinterpreted the law “an eye for an eye, and a tooth for a tooth” and suggested a new ethical requirement. He wanted people to get along with those who wrong them, so that there will be no hatred and revenge in the world.
- Jesus hoped that people can keep their hearts free of hatred, and treat other people with kindness. Then, people can live with a joyful heart.

Step 7: Teacher hands out the “Students’ Reference: Material 1” (The Harm brought by a Revengeful Heart), explains briefly and wraps up the activity.



Activity Three



Enquiry Questions	Generic Skills	Values and Attitudes
Regarding Jesus' new interpretation of "Love your friends, hate your enemies" in the Mosaic Law, what was the new ethical requirement for human relationship? How did this new ethical requirement fulfill the spirit of "Love your friends, hate your enemies"?	Collaboration skills, communication skills, critical thinking skills	Rationality, justice, common good, appreciative

Teaching Steps :

Step 1: Teacher asks:

- If you had enemies (assume you had one if you do not have), how would you treat them? Why?
- Do you think it is easy to love your enemies, treat them well and pray for them?

Step 2: Teacher carries out the "Late Pope John Paul II and the Assassin Mehmet Ali Agca" activity with students. Help them understand why some people can forgive those who hurt them badly.

- Teacher shows "PowerPoint 4" (The Late Pope John Paul II and the Assassin Mehmet Ali Agca) as an introduction. The contents of the PowerPoint can also be found in "Students' Reference: Material 2".
- Teacher divides students into groups and asks them to discuss: (Teacher can show the last slide "Question Discussion and analysis" of PowerPoint 2 to aid the activity.)
 - If you or the one you valued were shot, would you forgive the murderer? Why?
 - Under what circumstances would you forgive the murderer?
 - Why did the late Pope John Paul II forgive the assassin Mehmet Ali Agca?

Step 3: Teacher points out:

- In Matthew 5:38-42, Jesus reinterpreted the meaning of "Love your friends, hate your enemies" in the Mosaic Law. He taught people not to take revenge on those who wrong them. Why did Jesus reinterpret "an eye for an eye, and a tooth for a tooth" as not to take revenge on those who wrong us?
- Jesus also taught people to love their enemies and pray for those who persecute them. Why did Jesus reinterpret "love your friends, hate your enemies" as "loving your enemies and pray for those who persecute you"?
- What was Jesus' new ethical requirement for getting along with one's enemies?

Step 4: Teacher carries out “The New Requirements for the Six Antitheses” activity with students. Help them understand the new ethical requirement concerning the law “love your friends, hate your enemies” and see how this new ethical requirement can fulfill the spirit of the Law.

- Teacher asks students to form groups according to the previous grouping. Teacher then asks them to read Matthew 5: 43-48 and find out Jesus’ reinterpretation of the law “love your friends, hate your enemies”. Teacher also asks students to explore the kind of interpersonal relationship required in the new interpretation. Then asks students to complete the third row “love your friends, hate your enemies” on “Worksheet 1”.
- Teacher shows “PowerPoint 2” (“6. love your friends, hate your enemies” of “The New Interpretation and the Spirit of the Six Antitheses (2): Vows, Revenge and Love for Enemies”) and helps students understand the spirit of the law “love your friends, hate your enemies”. Also, help students understand how the new ethical requirement “love your enemies and pray for those who persecute you” can fulfill the spirit of the law “love your friends, hate your enemies”?
- Teacher summarises:
 - Jesus raised the spirit of the law “love your friends, hate your enemies” to a higher level by asking us to love our enemies and pray for those who persecute us.
 - It is natural for us to love our close relatives and friends from the bottom of our hearts. But we need will power to love our enemies.
 - If we can overcome our instinct with will power and to love our enemies, we will attain a perfect life as a free gift from God.

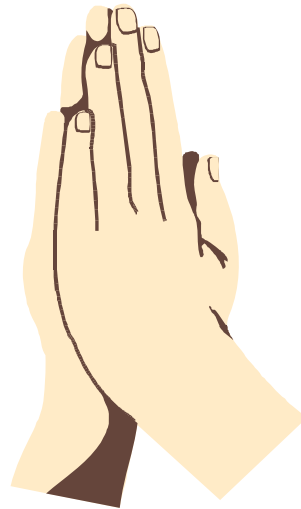
Step 5: Teacher discusses with students:

- Jesus emphasised that the spirit of loving our enemies is to overcome hatred and treat others with kindness, no matter how others treat us. Then we can follow God’s example of treating bad and good people in exactly the same way. What can people in Hong Kong learn from Jesus’ teachings?
- Is loving one’s enemies feasible in reality? Give examples to support your answer.
- How can one abandon hatred and cultivate kindness in our hearts?

Step 6: Teacher summarises:

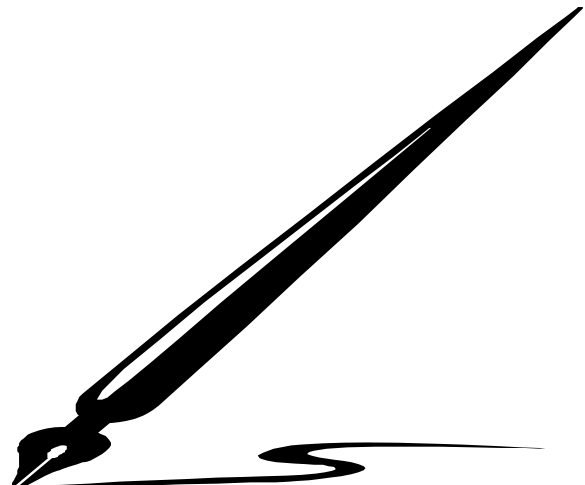
- Jesus reinterpreted the law “love your friends, hate your enemies” as loving one’s enemies, just like God who treats bad and good people in exactly the same way. If we love people as God does, we will restore the good nature that God created in us, and our lives will become perfect.
- When the late Pope John Paul II forgave the assassin who shot him, he set up a very good example for us and showed us that Jesus’ teaching of loving one’s enemies is simply practical.

Step 7: Teacher distributes “Students’ Reference: Material 3” (Jesus’ New Interpretation of the Six Theses (Matthew 5:21-48)) and “Students’ Reference: Material 4” (Jesus’ New Ethical Principles (Matthew 5:21-48)) as the interpretation and wrap up of the six antitheses.



Extended Activity:

1. Respect and love were the prime principles in Jesus' teachings. Suppose the Hong Kong Chief Executive would like to gather public opinion about "Building a Harmonious Society" and he raises the following questions. How would you answer the following questions according to Jesus' teachings? (Try to discuss one of the questions in group)
 - How to improve marital relationships?
 - How to reduce domestic violence?
 - How to promote community neighborhood relationships (e.g. getting along with minority groups, getting along with those who dislike you or whom you dislike)?
 - How to promote promises-keeping and honesty as important common values of the society?
 - How to promote a living free of hatred and revenge?
 - How to promote the development of forgiving and harmonious relationships?



Material 1: Jesus' Interpretation of the Six Antitheses (Matthew 5: 21-48)

1. On Anger

"Do not commit murder" is the sixth commandment in Exodus 20:13 and Deuteronomy 5:17. Jesus reinterpreted the law in a way that he even prohibited people being angry with people around them. Jesus did not want people to interpret the law literally. He wanted people to avoid anything that might lead to murder. He did not want people to accumulate their resentment and anger, refusing to reconcile or even plotting to revenge.

2. On Adultery

"Do not commit adultery" is the seventh commandments in Exodus 20:14 and Deuteronomy 5:18. According to Leviticus 20:10, adultery was a serious crime. The adulterine might be sentenced to death. Jesus extended this law, such that a man is considered guilty if he desires a woman when he stares at her. Jesus reinterpreted the law because he wanted people to control their desires and to resist temptations.

3. On Divorce

In Deuteronomy 24:1-4, Moses permitted men to divorce their wives by writing them a notice of divorce. The divorced woman would be free and could marry another man. Jesus reinterpreted the law. He considered marriage as a covenant to sustain the relationship between spouses. It is the God's will for a couple to keep their marriage because the two are united by God and none should be alone. Therefore, divorce is a crime. A man should not divorce his wife except for marital unfaithfulness.

4. On Vows

According to the Mosaic Law (Leviticus 19:12; Numbers 30:3), Moses permitted people to make vows but forbade people to breach the vows. Jesus reinterpreted the law that a righteous man needs no vows to guarantee anything.

5. On Revenge

According to the Mosaic Law (Exodus 21:22-25), only revenge on one for one basis was permitted in order to restrain the extent of revenge. Jesus reinterpreted the law and asked people not to hate or take revenges. He explained the new requirement with three examples: (a) If someone slaps you on the right cheek, let him slap your left cheek too; (b) if someone takes you to court to sue you for your shirt, let him have your coat as well; (c) if someone forces you to carry his pack one mile, carry it two miles.

The three examples show forgiveness because (a) a right-handed person has to use the back of his hand to slap the right cheek of another person. According to the Jewish customs, the insult of slapping others with the back of one's hand was twice as much as that with the palm. Through this example, Jesus taught people not to resent or take revenge. (b) The coats of the Jews were blanket-like robes. Men wore robes as clothes in daytime and used them as blankets at night. As the Jews usually had only one robe, they must not pawn it or lose it. This example helped people learn not to fight or argue for their rights. (c) If the Roman troops forced the Jews to carry their packs one mile, the Jews should make every effort and kindly serve them with love no matter how rude, unreasonable or even cruel the people asked for help were.

6. On Loving One's Enemies

The Mosaic Law (Leviticus 19:18) taught people to love their neighbours and hate their enemies. At that time, the Jews thought that "neighbour" meant people of their own race. Jesus reinterpreted the law and taught people to love their enemies. God loves everyone in the world, including the wicked ones, regardless of their status. His followers, therefore, should love each other and even their enemies so as to follow God's will.

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Material 2: The harm brought by revengeful hearts

1. Revenge limits one to think only about bygones so that one does not focus on the present. It will not benefit our future.
2. Revenge prevents one's wounds from healing. One cannot enjoy the calmness and peace brought by a healed wound.
3. The action of taking revenge is an imitation of what the offender did. One will be dragged into a vicious circle.
4. A person who chooses to take revenge will continuously be involved in offensive activities. His/Her creativity and personal growth will be hindered.
5. The pleasant feeling obtained by taking revenge will only lead to guilt.
6. If one maliciously blames the offender, one will finally be treated in the same way because the other party will probably ask you pay back.
7. One may think taking revenge is reasonable and tolerable. But it will only bring fear and anxiety to a person because one will worry that the offender will take revenge someday.
8. Taking revenge stimulates hatred, enmity, anger and all kind of stressful feelings. It will attack one's immune system, causing the person to suffer from illnesses.

Reference:

Monbourquett, John (2000): *How to forgive*, Cincinnati: Saint Anthony Messenger Press and Franciscan.

Material 3: The Late Pope John Paul II and the Assassin Mehmet Ali Agca

On the 13th May 1981, former Pope John Paul II went to the St. Peter's Square to attend an assembly held once a week and meet the audience. He rode on a jeep, went around in the square and addressed the audience. Among the audience, a Turkish assassin named Mehmet Ali Agca shot the Pope within a short distance with a pistol. The Pope was badly hurt in the abdomen with three wounds. He was saved after the surgical treatment in hospital.

The assassin Mehmet Ali Agca was arrested on the spot. After the trial, he was sentenced to life imprisonment and he served his sentence in Italy. At that time, he was only 23 years old. Two years before he shot the Pope, he robbed a bank and murdered a newspaper editor in Turkey. He was sent to the prison after the trial. However, he escaped from the jail.

After the Pope had recovered, he forgave the young assassin. He said, "If we cannot seek forgiveness from the Almighty and to offer each other forgiveness, how can we stand in front of the Lord?" He visited Mehmet Ali Agca in the prison and embraced the assassin two days after Christmas. The two talked for 20 minutes. The Pope said, "What we talked about will have to remain a secret between him and me. I already forgave him and spoke to him as a brother whom I have pardoned and who has my complete trust."

The Pope also mentioned in his book: "Ali Agca, as everyone says, is a professional assassin. The shooting was not his initiative, someone else planned it, someone else commissioned him."

Mehmet Ali Agca served 19 years imprisonment in Italy. He was deported to Turkey to continue serving his sentence till 2000. In the beginning of April 2005, he felt sorrowful as he heard that the former pope was in critical condition. He also prayed for him and wished him good health.

The former pope finally passed away on the 2nd April, at the age of 85. Mehmet Ali Agca was released on parole on the 12th January 2006.

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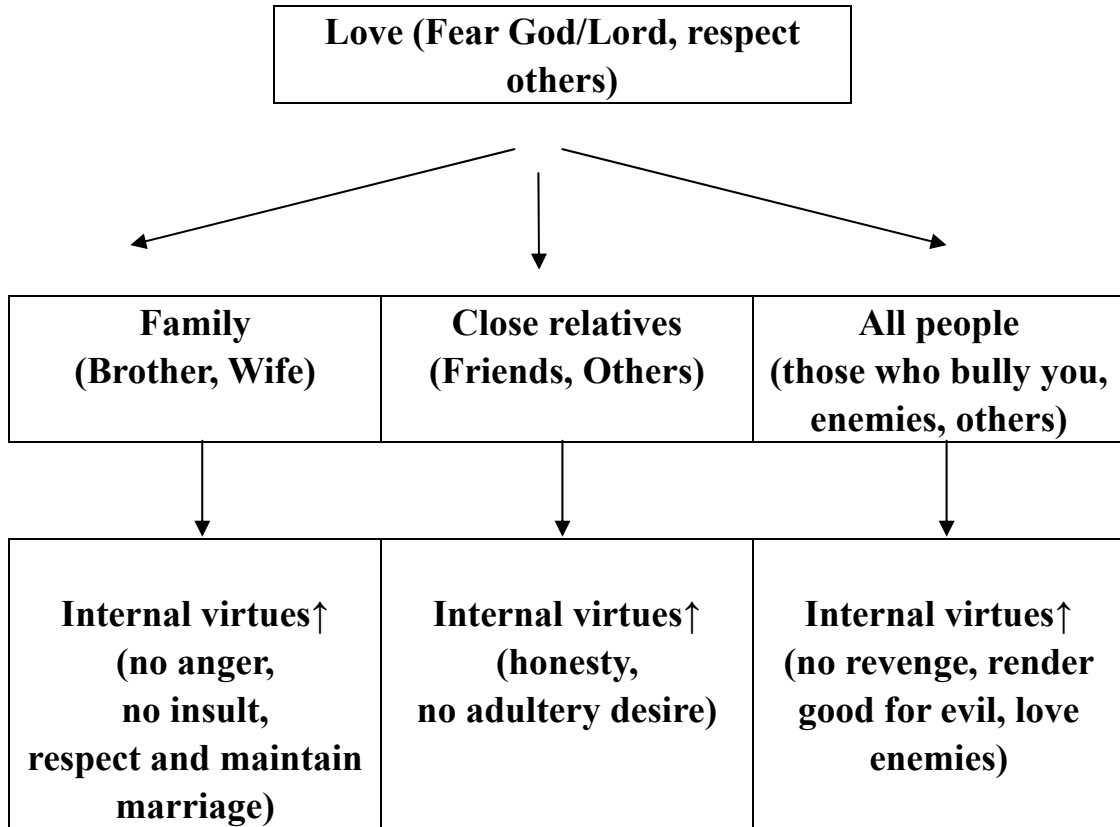
Material 3: Jesus' New Ethical Principles (Matthew 5:21-48)

1. Jesus promoted his new interpretation of the laws as a kind of new morality. He asked people not to follow the laws apparently. Instead, people should respect and love each other wholeheartedly. Jesus did not aim to eliminate the Mosaic Law but to complete the meaning of Law – to respect and love one another.
2. Jesus based on the six antitheses: anger, adultery, divorce of wife, vows, revenge and love enemies to interpret the principles of living with God/Lord in one's heart. Jesus preached the new requirements concerning all aspects of human relationships, e.g. family, close relatives and enemies.
3. Jesus' new morality enhance people's understand of the Law. He taught people to abandon hatred, inappropriate desires, insincerity and revengeful hearts. He asked people to pay attention to the intentions behind every behavior. He wanted people to respect and love each other so as to follow God's will.

Reference:

Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 630-674). Englewood Cliffs, N.J.: Prentice Hall..

Material 4: The illustrations of Jesus' new interpretations of the Jewish Laws



Worksheet 1: The New Requirements for the Six Antitheses (2) (Suggested Answers)

The Mosaic Law	Jesus' Interpretation of the Spirit of the Mosaic Law	Human Relationship Involved
<p>1. Do not break your promise; you must put your vows that you have made in front of Lord into practice /Do not make false vows, you must give back your vows to Lord!</p>	<ul style="list-style-type: none"> • The interpretations of the spirit of the Mosaic Law: "Do not break your promise /Do not make false vows" means people have to tell the truth and put their words into practice faithfully. • Jesus' new moral requirements: If it is yes, say "yes"; if it is no, say "no" • The reasons of making new moral requirements: If people tell the truth and put their words into practice, it is not necessary to guarantee anything through vows. If people are sincere to each other, vows are not necessary. People can also fulfill their responsibilities to improve the world. 	<p>Friends</p>

<p>2. An eye for an eye, a tooth for a tooth.</p>	<ul style="list-style-type: none"> • The interpretations of the spirit of the Mosaic Law: “Do not break your promise / Do not make false vows” restricts people in taking revenge. • Jesus’ new moral requirements: Cannot take revenge on those who have bullied you. • The reasons of making new moral requirements: No matter how people treat you, you should learn to treat others with a heart of no hatred and revenge, or even serve them. 	<p>People who bully you</p>
<p>3. Love your friends, hate your enemies/ You should love your close relatives, hate your enemies!</p>	<ul style="list-style-type: none"> • The interpretations of the spirit of the Mosaic Law: • “Love your friends, hate your enemies/ You should love your close relatives, hate your enemies” emphasises the love towards people of the same race. • Jesus’ new moral requirements: Love your enemies. 	<p>Enemies</p>

	<ul style="list-style-type: none">• The reasons of making new moral requirements: People should love their enemies, just like God/ Lord loving both good and unrighteous people. When we love people as Jesus loves us, we restore the good nature that God has created in us, making our lives perfect.	
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Worksheet 1: New requirements of the Six Antitheses (2)

Complete the second and the third column.

Mosaic Law	Jesus interprets the spirit of Mosaic Law	Concerned human relationships
1. Do not break your promise; you must put your vows that you have made in front of Lord into practice/ Do not make false vows, you must give back your vows to Lord!	<ul style="list-style-type: none"> • The interpretations of the spirit of the Mosaic Law: • Jesus' new moral requirements: • The reasons of making new moral requirements: 	
2. An eye for an eye, a tooth for a tooth.	<ul style="list-style-type: none"> • The interpretations of the spirit of the Mosaic Law: • Jesus' new moral requirements: • The reasons of making new moral requirements: 	

<p>3. Love your friends, hate your enemies. You should love your close relatives, hate your enemies!</p>	<ul style="list-style-type: none"> • The interpretations of the spirit of the Mosaic Law: • Jesus' new moral requirements: • The reasons of making new moral requirements: 	
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Material 3: Jesus' Interpretation of the Six Antitheses (Matthew 5: 21-48)

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In Deuteronomy 24:1-4, Moses permitted men to divorce their wives by writing them a notice of divorce. The divorced woman would be free and could marry another man. Jesus reinterpreted the law. He considered marriage as a covenant to sustain the relationship between spouses. It is the God's will for a couple to keep their marriage because the two are united by God and none should be alone. Therefore, divorce is a crime. A man should not divorce his wife except for marital unfaithfulness.

4. On Vows

According to the Mosaic Law (Leviticus 19:12; Numbers 30:3), Moses permitted people to make vows but forbade people to breach the vows. Jesus reinterpreted the law that a righteous man needs no vows to guarantee anything.

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6. On Loving One's Enemies

The Mosaic Law (Leviticus 19:18) taught people to love their neighbours and hate their enemies. At that time, the Jews thought that "neighbour" meant people of their own race. Jesus reinterpreted the law and taught people to love their enemies. God loves everyone in the world, including the wicked ones, regardless of their status. His followers, therefore, should love each other and even their enemies so as to follow God's will.

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Lai Mei Han, Au-yeung Yee Man (1998). *Create the new world together: Student's version Vol. 4* (pp. 72-77) . Hong Kong: Religious education resource centre



Material 4: Jesus' New Ethical Principles (Matthew 5:21-48)

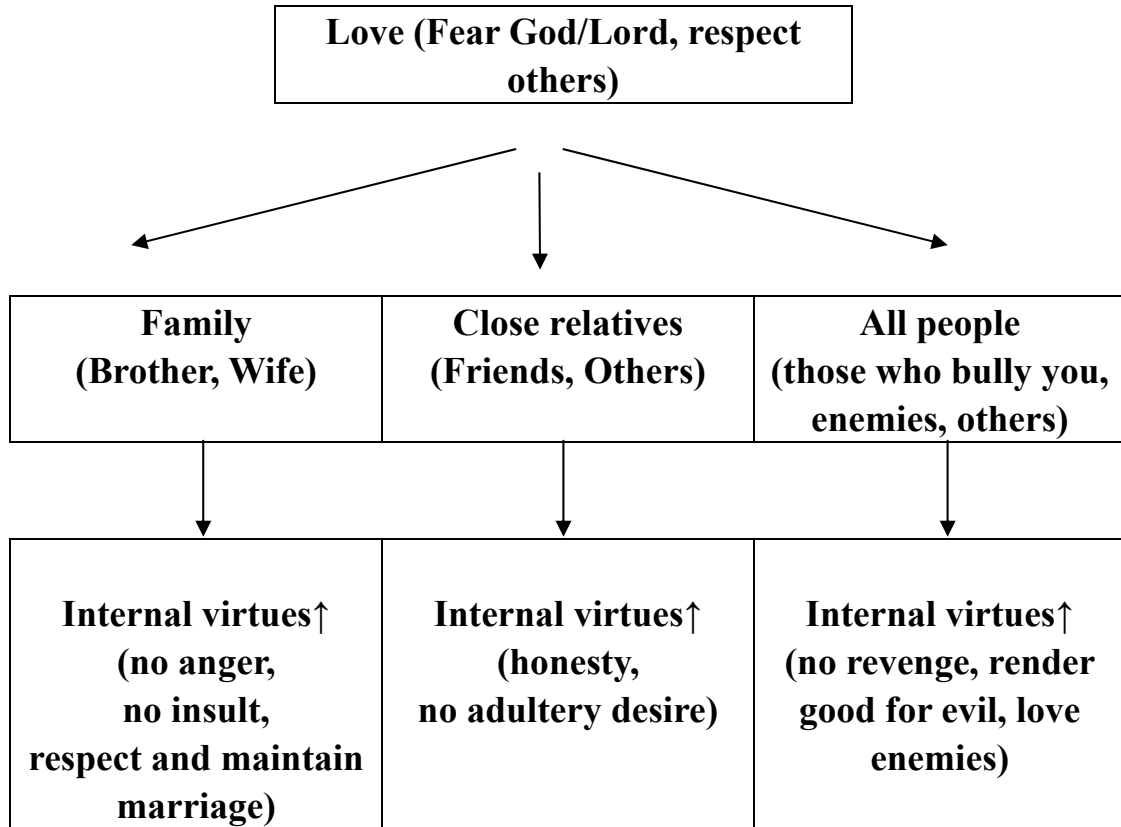
1. Jesus promoted his new interpretation of the laws as a kind of new morality. He asked people not to follow the laws apparently. Instead, people should respect and love each other wholeheartedly. Jesus did not aim to eliminate the Mosaic Law but to complete the meaning of Law – to respect and love one another.
2. Jesus based on the six antitheses: anger, adultery, divorce of wife, vows, and revenge and love enemies to interpret the principles of living with God/Lord in one's heart. Jesus preached the new requirements concerning all aspects of human relationships, e.g. family, close relatives and enemies.
3. Jesus' new morality enhance people's understand of the Law. He taught people to abandon hatred, inappropriate desires, insincerity and revengeful hearts. He asked people to pay attention to the intentions behind every behavior. He wanted people to respect and love each other so as to follow God's will.

Reference:

Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 630-674). Englewood Cliffs, N.J.: Prentice Hall.



Material 5: The illustrations of Jesus' new interpretations of the Jewish Laws



Period 6: True Piety

1. Biblical reference: Matthew 6: 1-18

2. Objectives:

- To learn about Jesus' teachings on the three pillars of the Jewish pious life: almsgiving, praying and fasting
- To understand that good things should be done because they are intrinsically good but not because one wants to be rewarded
- To understand the meaning of the Lord's Prayer and to realise that apart from caring for one's own interests, one should also care for the well-being of others and should cultivate a closer relationship with God
- To learn to look beyond one's own interests and to cultivate a closer relationship with God and with others.



3. Teaching Strategies

Background
Information

- The three pillars of the pious life of Jewish people: almsgiving, praying and fasting
- Jesus taught us to examine our motives in almsgiving, praying and fasting: whether the good things are done because they are intrinsically good (helping those in need with love and compassion, cultivating a closer relationship with God, learning self-discipline and repenting) or because one wants to be rewarded (e.g. praises from others)
- Jesus pointed out that the hypocrites give, pray and fast so that people will praise them. As a result, the spirits of these acts and rites are lost. The hypocrites will not be able to experience true satisfaction and joy. In addition, they lose the opportunity to get closer to God and to live a more abundant life.

	<ul style="list-style-type: none"> • Therefore, Jesus taught us that good things should be done because they are good. The rewards will be our satisfaction and joy. Other worldly returns and physical rewards can be forgone. • Jesus taught us the Lord's Prayer and wanted us to understand that apart from caring for our own interests, we should also care for the well-being of others and should cultivate a closer relationship with God.
Issues for Explorations	<ul style="list-style-type: none"> • What is meant by "good" and doing good things?
Enquiry Questions	<ul style="list-style-type: none"> • In Jesus' times, what was wrong with the good things done by the hypocrites? • What did Jesus teach us about almsgiving, praying and fasting? How should we behave? • How is the Lord's Prayer related to Jesus' teachings about doing good things?
Learning Activities	<ul style="list-style-type: none"> • Role Play: To analyse the thoughts of the hypocrites during Jesus' times. • Group Discussion: To compare Jesus' understanding of doing good work with that of the hypocrites • Group exercise: To realise that apart from caring for our own interests, we should also care for the well-being of others and should cultivate a closer relationship with God
Key Concepts	<ul style="list-style-type: none"> • Almsgiving, Praying and Fasting • Hypocrites • The Lord's Prayer
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> • Refer to the "Generic Skills, Values and Attitudes" table included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> • How can Jesus' teachings about piety be applied to today's society? • Apart from caring for our own interests, how can we care for the well-being of others and cultivate a closer relationship with God?
Extended Activities	<ul style="list-style-type: none"> • Understand the teachings about good work among major religious sects in Hong Kong

Activity One



Enquiry Questions	Generic Skills	Values and Attitudes
In Jesus' times, what was wrong with the good things done by the hypocrites?	Collaboration skills, communication skills	Honesty, love

Teaching Steps:

Step 1: Teacher does warm-up exercise with students by asking them to study some examples of good things done by different people in today's society and think about their motives.

- Teacher asks students to form groups of four, hands out "Teachers' References: Appendix 1" (Anonymous or not?) and asks students to study the two types of good work carefully.
- Teacher discusses with students:
 - What are the differences between these two types of good work?
 - Why would people do good thing anonymously?
 - How would you comment on the two types of good work? Why?
- Teachers can visit the following websites to help students understand people's motives of doing good things in Hong Kong:
 - "HKU proposes naming its Medical School as HKU Li Ka Shing Faculty of Medicine":
 - <http://www.kashingli.net/eng/media/press/20050518.shtml>
 - "Acting Dean Thomas C. Duffy announces gift of \$100 million from anonymous donors"
 - http://www.yale.edu/music/concerts/News/05.10.28_gift.html

Step 2: Teacher carries out "The Good Work of the Hypocrites" activity with students. Help them understand the good work done by the hypocrites in Jesus' times and explore the problem of acting in such a way.

- Teacher shows "PowerPoint 1" (The Good Works of the Hypocrites) and introduces the meaning of good work in Jesus' times.
- Teacher asks students to point out how the hypocrites performed in doing good work.

- Use “Teachers’ References: Appendix 2” (The Good Work Identity Card) as reference and make copies of “The Good Work Identity Card”. Divide the class into 3 groups and distribute one card to each group. Facilitate students to play the roles of the hypocrites according to Jesus’ point of view.
- After the role-play, teacher divides students into groups of four, hands out “Worksheet 1” (Hypocrites in Jesus’ eyes) to each group and asks students to discuss the following questions on the Worksheet:
 - How did Jesus describe the good work of the hypocrites?
 - What were their motives of doing good work? What rewards were they looking for?
 - Who were the final beneficiaries of these rewards?
 - Why did they want these rewards? With reference to the Maslow’s Hierarchy of Needs, which level of needs did these rewards belong to?
- Teacher asks students to present the results of their discussion.

Step 3: Teacher further discusses with students to find out, apart from self-interests, whether there are higher values worthy to pursue:

- Are the rewards that the hypocrites look for really that important and valuable to us?
- Do you think it is the aim of doing good work to get these rewards? Are there other values that are more worthy to pursue?
- What value did Jesus want us to pursue when we do good work?

Step 4: Teacher summarises:

- In Jesus’ times, there were three major good work practiced by the Jews: almsgiving, prayers and fasting.
- The hypocrites only concerned about the action of doing good things. They behaved well because they wanted to show off, so that others could see and praise them.
- Jesus criticised the good work done by the hypocrites, so as to let people realise that good work are not meant for the praise of others. Jesus taught people the correct behaviour of doing good work.

Step 5: Ask students to read Matt 6:1-18 as a conclusion of Activity 1 and an introduction to Activity 2.

Activity Two

Enquiry Questions	Generic Skills	Values & Attitudes
What did Jesus teach us about almsgiving, praying and fasting? How should we behave?	Collaboration skills, communication skills, critical thinking skills	Honesty, love, modesty

Teaching Steps:**Step 1: Teacher raises the questions:**

- In Matt 6:1-18, what did Jesus require people to behave when doing good work such as almsgiving, praying and fasting?

Step 2: Teacher carries out the “Real Good Work” activity with students, and help them understand Jesus’ requirements for doing good work such as almsgiving, praying and fasting and analyse the principles behind these requirements.

- Teacher shows “PowerPoint 2” (The Proper Behaviour of Doing Good Work) and helps them learn about Jesus’ requirements for doing good work such as almsgiving, praying and fasting.
- Teacher asks students to form groups of four and hands out “Worksheet 2” (Intrinsic Purposes of Good Work). Teacher asks students to discuss and analyse the following questions:
 - What did Jesus require people to do when doing good work? Why did Jesus make such requirements? (Teachers can guide students to consider the meaning of each good work. e.g. what is the purpose of almsgiving? Is it to help those in needs with love and compassion? What are the purposes of praying and fasting?)
 - Compare Jesus’ understanding of the purpose of doing good work with that of the hypocrites.
 - If following Jesus’ teaching on doing good work brings us the rewards from God, what kind of rewards will they be?
 - Compare the rewards Jesus mentioned with those desired by the hypocrites. What are the differences?
 - Compare Jesus’ teaching with the behaviour of the hypocrites. What are the differences of understanding one’s relationships with others and with God? Which purpose of doing good work gives a person more satisfaction?

- Ask students to report the results of their discussions.

Step 3: Teacher shows “PowerPoint 3” (The Purposes of Doing Good Work) and points out:

- Jesus’ teachings on good works did not specifically refer to people who were pious or impious, but to those who were pious yet aim for fame and compliments. (see chart below)

Level 3: Pious
Level 2: Pious yet in search of fame and compliments
Level 1: Impious

The three kinds of people in relation to piety/ good works

- Jesus taught people that good work should be done according to their intrinsic values and purposes. E.g.
 - Almsgiving: To help those in needs with love and compassion
 - Praying: To cultivate a closer relationship with God
 - Fasting: To learn self-discipline and to repent
- If a person does so, he/she can go beyond the pursuit of rewards for oneself and cultivate a closer relationship with God and with others. Thus, his or her world will be broadened.

Step 4: Teachers can further discuss the following questions with students and helps them reflect the applicability of Jesus’ teachings on good work in today’s society.

- “To do good work anonymously means giving up an opportunity to be famous. This is a stupid thing to do.” How would you comment on the above saying?
- Are Jesus’ teaching on doing good work (1) doing good work according to their intrinsic values and purposes; (2) going beyond the pursuit of rewards for oneself, and care for the well being of others, be applied in today’s society? Can you give some examples?
- Teacher shows “PowerPoint 4” (Good Work in Today’s Society) and helps students understand that Jesus’ teachings are still applicable in today’s society. Teachers can ask students to share their views.
- Teachers can also visit the websites below to help students understand the applicability of Jesus’ teaching on doing good work:
 - <http://news.sina.com/302-000-106-108/2006-08-12/1848276641.html>
 - http://www.gcc.org.hk/pray4hk/story_content.php?story_id=2

Activity Three

Enquiry Questions	Generic Skills	Values & Attitudes
According to the Lord's Prayer, what kind of life should we pursue?	Creativity, collaboration skills, communication skills	Honesty, self-reflection

Teaching Steps:**Step 1: Teacher raises the question:**

- How should we prioritise the things we pursue in life so as to lead a pious life?

Step 2: Teacher carries out the “My Understanding of the Lord’s Prayer” activity with students. Help them explore Jesus’ teachings on how one should prioritise the things we pursue in life so as to lead a pious life?

- Teacher asks students to study Mt 6:9-13 (the Lord’s Prayer).
- Teacher prepares six Prayer Cards with the details in “Teachers’ Reference: Appendix 3” (A Closer Look at the Lord’s Prayer). Teacher asks each group to choose a card and analyse its meaning.
- Teacher hands out “Worksheet 3” (My understanding of the Lord’s Prayer) and guides students to discuss Jesus’ teachings on prayers. Ask students to complete the Worksheet and present the results of discussion afterwards.
- Teacher writes the following Prayer Analysis Chart on the blackboard and guides the groups to post relevant contents of the Lord’s Prayer in the appropriate area:

Prayer Analysis Chart	
Godly Matters	Personal Matters
(Blank for students to post prayer contents)	(Blank for students to post prayer contents)
(Blank for students to post prayer contents)	(Blank for students to post prayer contents)
(Blank for students to post prayer contents)	(Blank for students to post prayer contents)

- Suggested answers:

Prayer Analysis Chart	
Godly Matters	Personal Matters
May your holy name be honoured	Give us today the food we need.
May your Kingdom come	Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us.
May your will be done on earth as it is in heaven.	Do not bring us to hard testing, but keep us safe from the Evil One.

Step 3: After posting all verses, discuss with students the following questions:

- When Jesus taught the Lord's Prayer, what did he want us to put in the first priority?
- In the Lord's Prayer, three lines are related to personal matters. Which aspects of life do they concern about?

Step 4: Teacher shows "PowerPoint 5" (The Proper Attitude and Purposes of Praying), and explains briefly Jesus' teachings on the attitude and purposes of praying. Then teacher summarises:

- Through teaching the Lord's Prayer, Jesus wanted us to prioritise various things we pursue in life. We should first concern about godly matters and pray for the coming of the Kingdom of God. After that, we can pray about personal matters.
- When people pray about personal matters, they should first focus on one's own basic needs. Then, they can pray about their relationships with others. Finally, they can pray about improving one's spiritual life and staying away from evil matters.

Step 5: Teacher carries out the "I Will Pray Too" activity with students, assessing students' understanding of the Lord's Prayer.

- Teacher asks each group to complete "Worksheet 3" (I Will Pray Too). Teacher reminds students to focus on pursuing godly matters and keeping oneself safe from evil matters.
- Teacher asks students to present the contents of their prayers.
Teacher may ask students to comment on each other's contents to see if they consist of elements similar to those in the Prayer Analysis Chart. This may help teacher assess how well the students understand the meaning of the Lord's Prayer.

- Teacher discusses the following questions with students:
 - Through the Lord's Prayer, Jesus reminds us to concern about godly matters and stay away from evil matters. Do you think this teaching is important to modern people? Why?
 - How can one live according to God's will and pursue godly matters and avoid evil matters?

Step 6: Teachers can visit the following website and play the song "Prayer" to students, so as to consolidate their understanding of the purpose of praying:

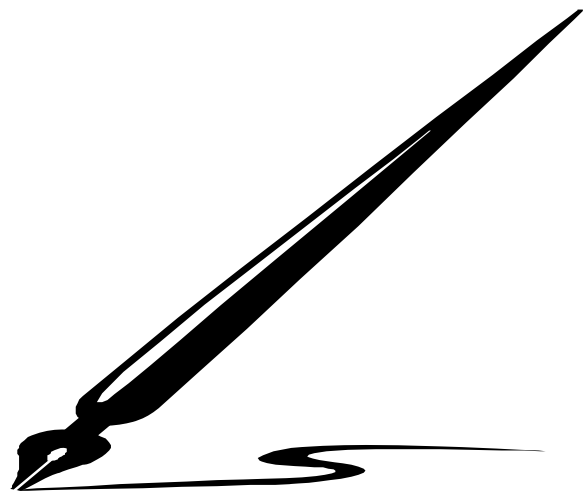
- <http://www.youtube.com/watch?v=v5hwJL5fCvY>

Step 7: Teacher distributes "Students' Reference: Material 1" (Pray to God) as a conclusion of the above activity.



Extended Activities:

1. Teacher asks students to look for Christian, Buddhist, Tao and Islamic teachings related to true piety and good work from books, newspapers, magazines or the websites below. Students should pay extra attention to whether the religious teachings focus on the action or the spirit of good work.
 - Christianity: <http://www.christianstudy.com/>
 - Buddhism: <http://www.hkbuddhist.org/dharma/faq.html>
 - Taoism: <http://www.taoism.org.hk/default.htm>
 - Islam: <http://www.islam.org.hk/>
2. Based on the information collected, ask students to reflect on the following questions:
 - What are the similarities and differences between the teachings on true piety and good work preached by different religions?
 - How would you comment on the teachings on good works preached by different religions?
3. Teacher may ask students to do sharing in the next period.



Appendix 1: Anonymous or not?



After the recent South Asian Tsunami, a lot of places initiated fund-raising activities for relief work. Below is a report on a donation. Carefully read the two ways of doing good work.

Anonymous Donor Helps Victims Rebuild Homes

Donates \$5M Anonymously

On the 10th January 2005 -- After the tsunami, aid from all places pours in to help victims. Sources indicate that a local famous businessman Mr. Chan donated \$5 million to an aid agency for relief work. The agency suggested to acknowledge the donor by putting his name on the special donor list. However, Mr. Chan declined the offer immediately and asked the agency to keep his anonymity.

Received Monument for Donation Invited to Building Opening

Saviour to Tsunami Victims

On the 10th January 2005 -- All victims of the tsunami have the same hope - to rebuild their homes as soon as possible. Local famous builder Mr. One Yip helped the victims realise their dream by donating \$5 million to the victims of a disaster area. The victims had proposed to erect a commemoration monument for his act of charity in order to express their gratitude. They invited him to the opening ceremony of the first building rebuilt after the tsunami. Mr. Yip held a press conference to openly confirm his acceptance of the victims' invitation.

Appendix 2: Righteous Deeds Identity Cards

Everyone, come and look at what I'm doing. I'm going to give money to this poor beggar. I'm sure all of you will appreciate my generosity!



Let me pray at the crossroad while so many people are watching. They will know how much I love God. I'm sure they will admire me.



Don't tease me for not combing my hair. Don't blame me for not washing my face. You know what? I'm fasting! Do you know that fasting is very painstaking? Look at how I'm doing it. Only a righteous man like me can do it.



Appendix 3: A Closer Look to the Lord's Prayer

May your holy name be honoured	Give us today the food we need.
May your Kingdom come	Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us.
May your will be done on earth as it is in heaven.	Do not bring us to hard testing, but keep us safe from the Evil One.

Material 1: How the Jews see almsgiving, praying & fasting

Almsgiving, prayer and fasting were the three most important cardinal duties of the Jewish religion.

1. The Jewish practice of almsgiving

1. The Jews believed that almsgiving was the most sacred of all religious duties. People offered alms to gain merit by God's witness, so that their sins would be forgiven.
2. Unfortunately, some Jews often offered alms in front of the crowd and showed off to people how faithful he was.

2. The Jewish practice of praying

1. Some Jews prayed to let others see him/her. They stood while they prayed, stretching out and raising their hands, bowing their heads.
2. The Jews had to pray at a specific time of a day (9 a.m., 12 midday and 3 p.m.). So a person could be sure that other people would see his devoted prayers at these hours if he prayed on a busy street or in a crowded city square. He might even attract more attention if he said a long prayer right at the entrance of the synagogue.
3. Every Jew must repeat the eighteen pieces of prayer every day. Some Jews might do it in a formulaic way.

3. The Jewish practice of fasting

1. Fasting was a deliberate attempt to attract God's attention so that He would notice the person who suffered.
2. Fasting was a deliberate attempt to show real repentance. However, the action of repenting did not necessarily mean true repentance.
3. Fasting was a deliberate attempt to move God to liberate the nation from its misery. This kind of fasting had nothing to do with saving one's own soul.

References:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp. 186-197, 234-240.



Material 2: Original Intentions of Righteous Acts

To be good for the sake of goodness

1. The purposes of almsgiving, praying and fasting were helping those in need with love and compassion, cultivating a closer relationship with God and learning self-discipline by repenting respectively.
2. Praises and rewards are transient. Only God's rewards are everlasting, and thus worth pursuing.

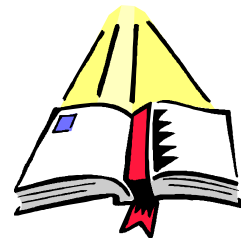
God's Rewards

God's rewards are not materialistic but spiritual.

1. Live closer to God: If a person seeks to walk with God in his life, obeying Him and seeking a life of goodness, he will live closer to God, experience joy and have no fear. At the end, he will finally meet God with joy.
2. Gain more opportunities to serve God and others: Worldly rewards refer to an easier life. But Godly rewards refer to more opportunities to serve God and our neighbours. The more we obey God, the more important responsibilities will be given to us. Thus, the better our talents will be brought into full play.
3. Gain inner satisfaction. If we do the right thing, obey God and follow His way regardless of what it may bring, our satisfaction will be much greater than the total material losses.

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp. 181-184.



Material 3: Pray to God

According to Jesus' teachings in the Lord's Prayer, the proper attitude and contents of a prayer are as followed:

1. Prayers should be simple, direct and serious. They do not have to be long. They are not meant to manipulate God or to ask for God's blessings in return because God already knows what everyone needs.
2. In a prayer, one should ask for the coming of the Kingdom of God, such that more people will know about the truth of God.
3. A prayer should ask for God's provision of our daily needs. One must believe that God is the provider and we will have everything we need.
4. It should ask for God's forgiveness for the wrongs we have done, as we forgive the wrongs done by others to us.
5. It should ask for God's protection, such that we are strengthened to overcome temptation and to follow the truth.

Jesus' teachings on prayer:

1. It addresses God as our Father, showing our close relationship with God, who lovingly cares for the needs of His children. Therefore, when we pray, we can trustfully and wholeheartedly ask Him for what we want, just like how children and their father interact.
2. The first three petitions are related to God and His glory. We have to give God His supreme place, so that all things are arranged properly.
3. The latter three petitions are related to our needs. We ask for our needs at present, in the past and the future, namely, food, forgiveness and deliverance.
 - a. Food is a necessity for living. Asking God to provide food is to tell God what we need for the present. We make this petition because we believe that God is the Creator and the Sustainer of all lives;
 - b. We also ask for God's forgiveness and grace. We make this petition because we believe that Jesus Christ is our Saviour;
 - c. We also ask for help in overcoming temptation, and therefore placing our future in God's hands. We make this petition because we believe that the Holy Spirit is the Comforter, the Strengtheners, the Illuminator, the Guide and the Guardian of our life.

The True Meaning of Forgiveness (Mt 6:14-15):

1. Our forgiveness to others is closely related to God's forgiveness to us, but it is not a cause-and-effect relationship which suggests that "God will forgive us only if we forgive others."
2. The verse emphasises that if a person has experienced God's forgiveness, it is unimaginable that he refuse to forgive others.
3. God is loving and forgiving. Everyone has experienced His forgiveness. Therefore, everyone can forgive others.

References:

1. Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp .214-216.
2. Viviano, Benedict T. (1990). *The Gospel According to Matthew*. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 641). Englewood Cliffs, N.J.: Prentice Hall.
3. *Word Biblical Commentary*, Vol.33A, Matthew 1-13 (pp.136-154).



Worksheet 1: Hypocrites in Jesus' eyes (Suggested answers)**The work of the hypocrites and their desired rewards**

Good Work	Ways to do good work	Anticipated Rewards
1. Almsgiving (Mt: 6:1-2)	<ul style="list-style-type: none"> Chose to give alms publicly in houses of worship and on streets Brag 	<ul style="list-style-type: none"> To win praises from others (Jesus believed they have already been paid in full)
2. Praying (Mt 6:5)	<ul style="list-style-type: none"> Stood in synagogues and went to crossroads to pray. 	<ul style="list-style-type: none"> So that others could see them (Jesus believed they have already been paid in full)
3. Fasting (Mt 6:16)	<ul style="list-style-type: none"> Did not groom themselves and went to public areas; pretended to be suffering from fasting. 	<ul style="list-style-type: none"> So that others could tell that they are fasting (Jesus believed they have already been paid in full)



Worksheet 2: Intrinsic purposes of Good Works (Suggested answers)**Jesus' requirements on good work**

Righteous Acts	Required Behaviour	Intrinsic Purpose	Rewards received
A. Almsgiving (Mt 6:3-4)	<ul style="list-style-type: none"> • To give in secret • Do not purposely let others see your righteous acts 	<ul style="list-style-type: none"> • To help those in need with love and compassion 	God will observe us and give us His rewards accordingly
B. Praying (Mt 6:6)	<ul style="list-style-type: none"> • To pray to God behind closed doors • Do not purposely let others see you pray 	<ul style="list-style-type: none"> • To build a closer relationship with God 	
C. Fasting (Mt 6:17-18)	<ul style="list-style-type: none"> • To groom oneself during fasting • Do not purposely let others see you fast 	<ul style="list-style-type: none"> • To learn self-discipline and to express mourning or repentance 	

Jesus emphasises that if we give, pray and fast according the good of others, we will receive rewards from God. Therefore,

- The focus of almsgiving, praying and fasting should be on God or on others.
- Don't look for rewards, because these honours are transient. Only God's rewards are everlasting, thus worth pursuing.

God's Rewards

God's rewards are not materialistic but spiritual. They include:

- Building a closer relationship with God and with others
- Gaining more opportunities to serve God and others
- Being joyful and even closer to God
- Being satisfied

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.197-199.

Worksheet 1: Hypocrites in Jesus' eyes

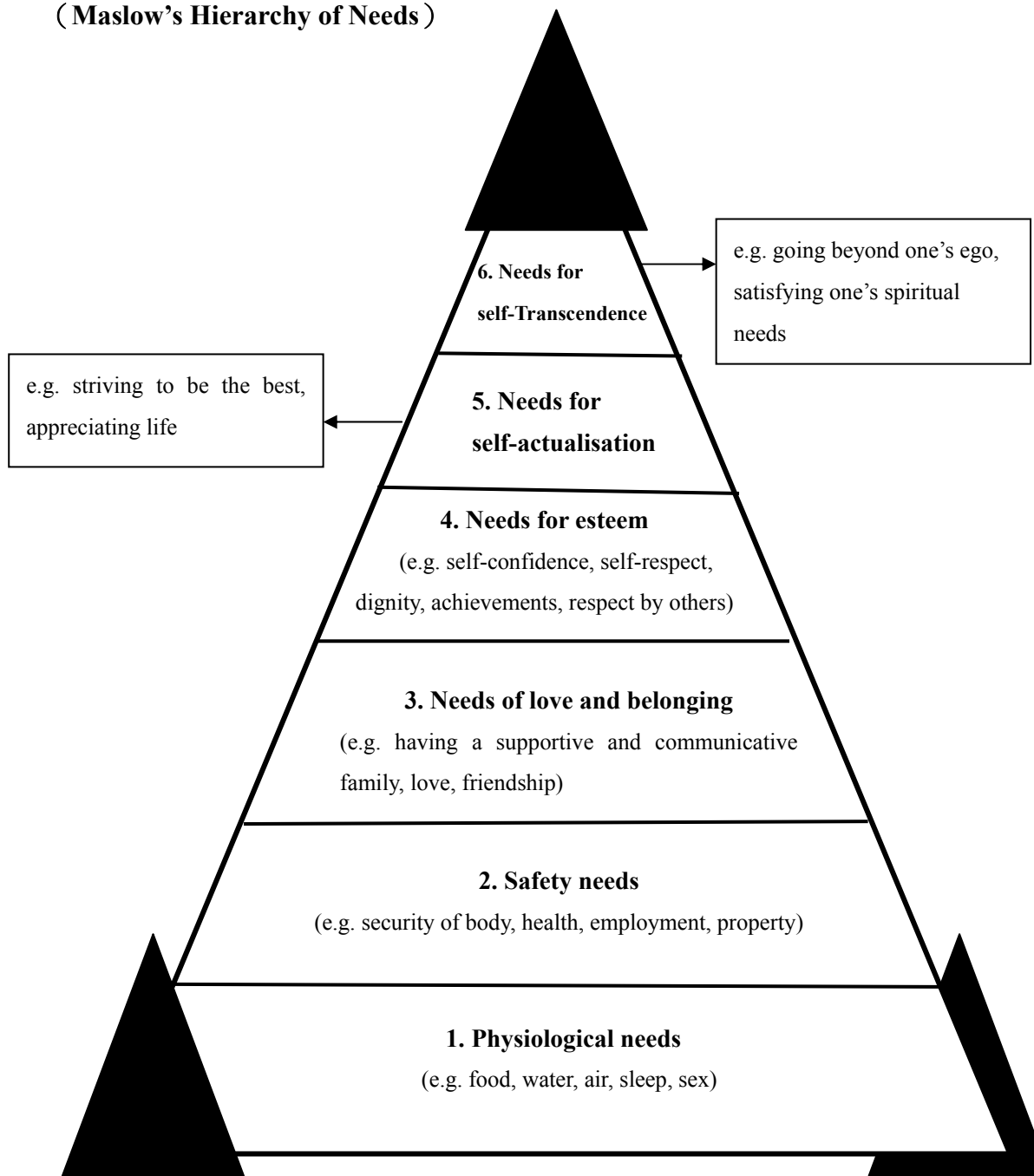
1. According to Jesus, how did the hypocrites do their good work? What rewards were they looking for? Fill in the table below.

Good Work	Ways to do good work	Anticipated Rewards
1. Almsgiving (Mt: 6:1-2)		
2. Praying (Mt 6:5)		
3. Fasting (Mt 6:16)		

2. Who would be the final beneficiaries of the rewards mentioned above?



(Maslow's Hierarchy of Needs)



3. Why did they want these rewards? Based on The Maslow's Hierarchy of Needs, which level of needs did these rewards belong to?

Worksheet 2: Intrinsic Purposes of Good Work

Discuss and analyse the following questions:

1. What are the intrinsic values and purposes of almsgiving, praying and fasting?

Good Work	Intrinsic Values and Purposes	For the sake of what kind of relationships? (Related to oneself, related to others, or related to God)
1. Almsgiving		
2. Praying		
3. Fasting		

2. Compare Jesus' understanding of the purpose of doing good work with that of the hypocrites.

3. If following Jesus' teaching on doing good work will bring us the God's rewards, what kind of rewards will they be?

4. Compare the rewards Jesus mentioned with those desired by the hypocrites. What were the differences?

5. Which good work satisfies you the most?

Worksheet 3: My understanding of the Lord's Prayer

1. Please write down the contents of the prayer card. Analyse the areas involved, relationships and contents arrangement. Write down your thoughts on the prayer card below.

Prayer card contents:

Put a ✓ in the appropriate ☐.

Areas Involved	Relationships	Content Arrangement	Thoughts
<input type="checkbox"/> Godly matters	<input type="checkbox"/> related to God	<input type="checkbox"/> Too simple	
<input type="checkbox"/> My own business	<input type="checkbox"/> related to oneself	<input type="checkbox"/> Brief and clear	
	<input type="checkbox"/> related to others	<input type="checkbox"/> Too complicated	

2. **I will pray too:** (Your prayer should focus on pursuing godly matters and keeping oneself safe from evil matters)





Material 1: Pray to God

1. **Brief and serious:** Simple, direct and serious prayer is sufficient. It does not have to be long. Prayer is not meant to manipulate God or to ask for God's blessings in return because God already know everyone's needs.
2. **Ask for matters regarding God's Kingdom first:** Ask for the coming of God's Kingdom so that more people will know about God's truth.
3. **Ask for our daily needs:** Ask God to provide us with our daily needs, and believe that God is the Provider who will satisfy us.
4. **Ask for a forgiving heart:** Pray for God's forgiveness - not only ask for the forgiveness from God and from others, but also ask for the ability to forgive others.
5. **Ask to win over temptation:** Ask for protection from God and through His given ability to win over trials on faith and to maintain God's truth.

The correct attitude and intention of praying:**Jesus taught us how to pray: (Mt: 6:9-13)**

Prayer	Areas	Relationships
May your holy name be honoured; may your Kingdom come; may your will be done on earth as it is in heaven.	Godly Matters	Regarding our relationships with God
Give us today the food we need.	Basic Needs	Regarding our own daily living
Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us.	Social Relationships	Regarding our relationship with others
Do not bring us to hard testing, but keep us safe from the Evil One.	Spiritual Life	Regarding our relationships with God

References:

1. Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.214-216.
2. Viviano, Benedict T. (1990). *The Gospel According to Matthew*. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 641). Englewood Cliffs, N.J.: Prentice Hall.
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Period 7 – Attitude towards Life (1): Eternal Wealth

1. Biblical reference: Matthew 6:19-24

2. Objectives:

- To learn about Jesus' teachings on riches in Heaven and to cultivate good characters.
- To understand by studying the parable the lamp of the body, that people should share their wealth with others generously in order to establish a close relationship with God as well as with the others.
- To understand, through Jesus' teachings on "no one can be a slave of two masters", that people should not set riches on earth as their goal, otherwise they will become slaves of money and lose the chance to serve God.
- To learn the values of cultivating good characters, being generous to others, and serving God.



3. Teaching strategies

Background
Information

- Jesus taught people to rectify their attitude towards riches on earth and not to devote themselves to storing up riches on earth. This is because riches on earth are merely earthly possessions that may easily be lost and have no everlasting values.
- Jesus used the parables of light, eyes and body to point out that if people commit themselves to following God's will and generously share the riches on earth with others, they will be able to establish a close relationship with God. Their lives will be filled with light and happiness. On the contrary, if people crave for riches on earth, or even become jealous of others' possessions, their lives will be filled with darkness.
- Jesus reminded people that no one can serve God and money at the same time. If people choose to serve money, they will become slaves of it and lose the chance to serve God.

Issues for
Explorations

- Why are people so devoted to pursuing riches on earth?

Enquiry Questions	<ul style="list-style-type: none"> • What are eternal riches in Jesus' point of view? • How is Jesus' parable of the lamp of the body related to the teachings on riches? • According to Jesus' teachings, what should one's goal be? How will it affect the way people live?
Learning Activities	<ul style="list-style-type: none"> • Through group discussion, help students understand Jesus' views on eternal riches and find out the characteristics of riches in heaven and riches on earth. • Through case study, help students understand Jesus' parable of the lamp of the body, analyse how generous people and ungenerous people lead different lives. • Through modern economic studies, lead students to reflect on their lifestyle and encourage them to seek God's will, care for others, cultivate good characters in themselves, and develop their potentials.
Key Concepts	<ul style="list-style-type: none"> • Storing up riches in heaven • The lamp of the body
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> • Refer to the 'Generic Skills, Values and Attitudes' tables included in the following activity sheets.
High-Order Questions	<ul style="list-style-type: none"> • How do people put Jesus' teachings on eternal riches into practice and lead a life with God as the primary goal?
Extended Activities	<ul style="list-style-type: none"> • Find out and comment on how people in Hong Kong use their money and decide the best ways of managing money.

Activity One

Enquiry Questions	Generic Skills	Values and Attitudes
What are eternal riches in Jesus' point of view?	Collaboration skills, communication skills, critical thinking skills	Equality, kindness, compassion, empathy, mutuality, self-reflection, well-being of humankind

Teaching Steps:

Step 1: Teacher does warm-up exercise with students by asking them to reflect on the fact that some people in Hong Kong set the pursuing money and wealth as their goals:

- Teacher visits the following webpage and lets students skim and scan through a piece of online news:
 - http://www.christianweekly.net/4DACTION/W4D_CWREAD/13528/11/BACK (Christian Weekly Vol.2208 December 17, 2006)
- Teacher states the key points of the above survey on “Goals of Hong Kong People”:
 - About 70% of Hong Kong people set the pursuing of money and wealth as their goals;
 - But it is also found that, about 40% of the interviewees consider the pursuing of money and wealth meaningless.
- Teacher can discuss the following questions with students:
 - Have you ever seen crowds of people in front of banks watching the latest news of the stock market or lining up in front of betting branches? Why do they do that?
 - Why do Hong Kong people set the pursuing of money and wealth as their goal?
 - How would you comment on the above phenomenon?

Step 2: Teacher points out:

- Jesus taught people not to “store up riches for yourselves on earth” (“riches” means wealth in today’s language) but “store up riches for yourselves in heaven.” Apparently, Jesus’ idea went against the mainstream thinking of the society. Why did he teach that to people?

Step 3: Teacher carries out the “Riches on Earth” activity with students and helps them understand Jesus’ views on riches on earth and the reasons of not storing up riches on earth.

- Teacher asks students to read Matthew 6: 19-21
- Teacher divides students into groups of four, hands out ‘Worksheet 1’ (Riches on Earth) and leads students to discuss the questions on the worksheet:
 - The banking system in Hong Kong is very stable and secure, yet Jesus thought that they are places “where moth and rust destroy and robbers break in and steal”. Can Jesus’ views be applied to the present social context? Explain your answer with examples.
 - What were the deeper meanings behind Jesus’ views? Did he mean that people cannot rely on riches on earth because they don’t give people the sense of security? Explain and give examples.
- Teacher points out:
 - Jesus’ described the earth as a place “where moth and rust destroy, and robbers break in and steal”. His description is not applicable in Hong Kong with stable banking system.
 - In fact, Jesus tried to let people understand that, riches on earth are temporary, unstable and subject to environmental changes, thus cannot give a sense of security to people. Even in today’s society, the riches on earth still have similar characteristics.
 - Jesus reminded people not to store up riches on earth, which means people should not devote their life and all their time on those unstable and fluctuating riches on earth.
- Teacher shows PowerPoint 1 (Riches on Earth) to help students understand Jesus’ teachings on riches on earth, which are still applicable in modern society.

Step 4: Teacher carries out “Storing up Riches in Heaven” activity with students, helping students to understand what Jesus thought about riches in heaven and to find out the reasons for storing up riches in heaven.

- Teacher points out:
 - If riches on earth are temporary, unstable and subject to environmental changes, failing to give people a sense of security, which place is the most secure for people to store money?

- Teacher leads students to discuss:
 - How did Jesus depict the riches in heaven?
 - What did Jesus want to bring out through the description of riches in heaven?
 - Are there things on earth that fit into Jesus' description of riches in heaven?
- Teacher shows PowerPoint 2 (Riches in Heaven). By showing the Hebrews' traditional views, let students understand what Jesus considered as riches in heaven.
- Teacher points out:
 - According to Jesus, riches in heaven are eternal, stable and do not subject to environmental changes. They give people a sense of security.
 - Jesus encouraged people to store up riches in heaven, i.e. to invest one's own life and time on something that is eternal and invaluable.
 - People can only store up riches in heaven by cultivating good characters and following God's will.

Step 5: Teacher distributes 'Students' Reference: Material 1' (Jesus' teachings on riches in heaven) as the summary of the learning.

Step 6: Teacher further discusses the following questions with students.

- Jesus taught people not to store up riches for oneself on earth, but to store up riches in heaven because one's heart will always be where the riches are. Do you agree with him? Explain your answer with real life examples.
- Teacher can visit the following link and share the example with students:
<http://hk.news.yahoo.com/061218/12/1yh5j.html> (Dec 19, 2006 Ming Pao Daily):
The news article is about a shopaholic who lost control of herself, stealing others' credit cards for buying things and quitting school to repay the debts. There is another story about Michael Chang holding a service titled "Lord Jesus Christ is My Best Love" in the Bay Area in San Francisco, CA. Michael Chang reminded young people the things that could bring true satisfaction and happiness to them. He quoted examples of millionaires and pop stars who might not be able to achieve true happiness and further explained that the greatest satisfaction people can get is through establishing a close relationship with our Lord Jesus Christ.

- Teacher asks students to imagine how the society would be if everyone on earth were willing to cultivate good characters, to be kind to others, as well as to follow God's will. Invite students to share their opinions.
 - Teacher can visit the following website to show students how people manage to help establish the Kingdom of God on earth by cultivating good characters, being kind to others, as well as following God's will:
<http://www.studylight.org/enc/isb/view.cgi?number=T5318>
- What difficulties will people encounter if they choose to store up riches in heaven? How can one deal with the difficulties?

Step 7: Teacher summarises:

- Riches on earth are temporary, unstable and subject to environmental changes. They cannot give people a sense of security. If people build their happiness on the transient and unstable riches on earth, they will lose their happiness and satisfaction easily when the riches on earth vanish.
- Riches in heaven are eternal, stable and do not subject to environmental changes. They are valuable to one's life. People can store up riches in heaven following God's will and cultivating good characters. Eternal and invaluable items will not vanish even when people are physically dead. This is the reason why Jesus taught people not to store up riches on earth but to store up riches in heaven.
- If one only aims at pursuing money and wealth, they will lose interest in things that are eternal and invaluable. If one aims at pursuing eternal and invaluable things, they will spend their whole life seeking those things.

Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
How is Jesus' parable of the lamp of the body related to the teachings on riches?	Collaboration skills, communication skills, critical thinking skills	Equality, kindness, compassion, empathy, mutuality, self-reflection, well-being of humankind

Teaching Steps:**Step 1: Teacher points out:**

- Jesus made use of the parable of the lamp of the body as a parable, teaching people to maintain the health of one's eyes.
- How is Jesus' parable related to the teachings on riches?

Step 2: Teacher carries out the "The Lamp of the Body" activity and helps students understand Jesus' parable of the lamp of the body.

- Teacher asks students to read Matthew 6:22-23.
- Teacher shows PowerPoint 3 (The Eyes) and helps students understand the meanings of "healthy" eyes and "unhealthy" eyes by explaining the definition of "eyes" in Greek.
- Teacher divides students into groups of four and hands out 'Worksheet 2' (Eyes and Life) for discussion. Teacher invites students to explore how generous and ungenerous people differ in looking at money, others' benefits, and cultivating one's life quality.
- Teacher invites students to present their ideas.
- Teacher shows PowerPoint 4 (The Symbolic Meaning of the Lamp of the Body) and summarises that Jesus taught people to make use of riches on earth to cultivate riches in heaven.
 - Jesus used the parable of light, eyes and body to point out that if people commit themselves to following God's will and handle their riches on earth generously, and their lives will then be filled with brightness and happiness.
 - On the contrary, if people crave for riches on earth, or even become jealous of others' possessions, their lives will be filled with darkness.

Step 3: Teacher carries out “Treat Others Generously” activity with students. Help them understand that some people lead a happy and bright life by sharing their riches with others generously.

- Teacher can first discuss the following question with students:
 - How would you comment on the people who share their riches with others generously?
- Teacher shows PowerPoint 5 (Real Life Examples of the Lamp of the Body) to help students understand that some millionaires share their riches with others and benefit others generously in today’s society.
- Teacher discusses with students:
 - Do you think being generous and kind is both good for one’s present life and future life?
 - Some think that ungenerous spirit ruins one’s life. Do you agree with that?
 - How can ordinary people put Jesus’ teachings into practice and be generous to others?
- Teacher distributes ‘Students’ Reference: Material 2’ (Jesus’ teachings on The Lamp of the Body) and summarises the learning above.

Step 4: Teacher summarises:

- Jesus taught us that we have to share riches with others generously in order to live a happy and bright life.
- On the contrary, if we handle riches ungenerously and selfishly, we will ruin our life by damaging our relationships with God and the others.
- Even though we may not own a lot, we can still think about how to share our possessions and money generously in order to benefit others and make ourselves happy.

Activity Three



Enquiry Questions	Generic Skills	Values and Attitudes
According to Jesus, what should one's goal be? How will it affect the way people live?	Collaboration skills, communication skills, problem solving skills	Equality, kindness, compassion, empathy, mutuality, self-reflection, well-being of humankind

Teaching Steps:

Step 1: Teachers points out:

- Jesus taught us not to store up riches on earth but to store up riches in heaven, and to be generous as well.
- How do Jesus' teachings influence one's goal?

Step 2: Teacher carries out 'The End of Happiness' activity with students and let them realise that people will not be happier even if they keep pursuing riches.

- Teacher shows 'PowerPoint 6' (Degree of Happiness and Wealth) or distributes 'Students' Reference: Material 4' (Money and Happiness). Ask students to study the chart and present what they have understood.

Step 3: Teacher points out:

- Jesus taught people not to aim at pursuing riches on earth.

Step 4: Teacher carries out 'My Master' activity. Help students understand Jesus' teachings on "no one can be a slave of two masters" regarding the setting of goals.

- Teacher asks students to read Matthew 6:24.
- Teacher discusses with students the following questions and explores the relationship between God and money with them.
 - How are God and money related? Are they complementary or mutually exclusive?
 - Based on the comparison Jesus made between seeking God and seeking money, how do the two impact life differently?
- Teacher shows PowerPoint 7 (God and Mammon/Money) and explains Jesus' teachings on 'no one can be a slave of two masters'.

Step 5: Teacher further discusses with students how people should behave as God's servants. Lead students to discuss the following questions:

- How should people behave as God's servants? (Teacher can lead students to think about following God's will, serving others and developing one's potentials.)
- What eternal and invaluable things will people receive if they behave like God's servants?
- Can these eternal and invaluable things be achieved by the pursuit of money?

Step 6: Teacher shows PowerPoint 8 (The Choice between Being God's Servants and Pursuing Money) and helps students understand how people will lead different lives if they choose to be God's slaves or to pursue money.

- How will life be if people aim at pursuing money only?
- How will life be if people aim at following God's and developing inner strengths?

Step 7: Teacher summarises:

- Jesus taught people to follow God's will and to develop inner strengths. He also warned people not to prioritise money and material possessions, reminding people to be alert at all times as well as to set the right priorities for life.
- Goals affect a person's lifestyle, including time management, interpersonal relationships, source of happiness and one's influences on the society. Therefore, people should set their goals carefully.

Step 8: Teacher distributes 'Students' Reference: Material 3' (Jesus' teachings on Riches of God) and uses that as the summary of the learning above.

Extended Activities:

- Below are some of the data from a survey conducted by RTHK and HKCU in 2000: ‘Questionnaire on the Views of Primary School and Secondary School Students on Money’:

- The following are the percentages of the views of primary school and secondary school students on money.

Views on Money	Primary School Students (%) (581 Interviewees)	Secondary School Students (%) (630 Interviewees)
Money cannot solve every problem	87.1	81.3
People will be happy if they have money	27.8	43.5
I will do anything to get more money	23.7	26.6
Rich people can do better than poor people	19.1	21.7
It is foolish to commit crimes for the sake of money	82.1	88.4
Money is the most important thing of all	11.8	19.9
People who have money should show off	14.4	15.8
Money can't buy friendship	85.6	90.5
People should not be the slave of money	79.7	86.6
People will not be happy if they do not have money	16.1	27.8

For details of the survey, please visit: www.cityu.edu.hk/prj/YSNet/doc/chinese/sk.pdf

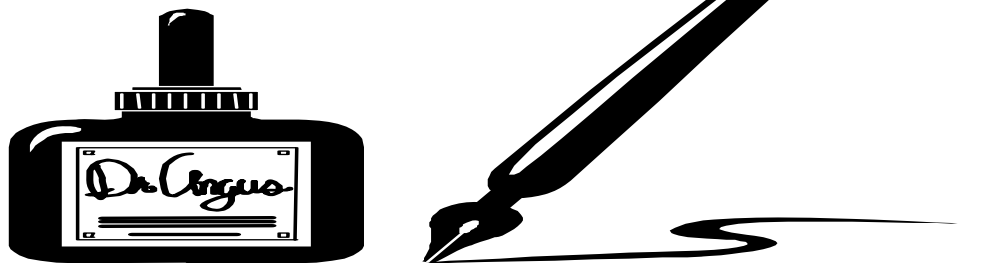
- In 2006, Citibank conducted a survey on ‘Teens and Money – Earn and Burn’ with 900 teens in Taiwan, Hong Kong and Korea. Below are some of the data:

	Hong Kong	Taiwan	Korea
Average pocket money per week (HKD)	\$ 400	\$ 209	\$ 164
Percentage of interviewees whose pocket money comes from parents	36%	65%	70%
Percentage of interviewees with saving habits	23.7%	30%	17.2%

For details, please visit

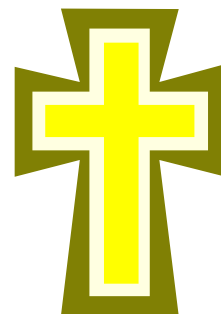
<http://news.sina.com.tw/finance/cna/tw/2006-11-06/201512177285.shtml> (Chinese)

3. Discuss the following questions:
 - Base on your own experience, do the data above reflect the reality? What do the data tell us about teenagers' views on money?
 - Do you think people in general share Jesus' views on money?
 - How would the society be like if everyone adopted Jesus' attitude towards money?
4. Find a piece of news about 'teens and money' and comment on whether the person(s) involved has/have the correct views on money.



Material 1: Jesus' teachings on Riches in Heaven (Matthew 6:19-21)

	Riches on Earth	Riches in Heaven
Jesus' description	<ul style="list-style-type: none"> • Would be destroyed by moth and rust, or would even be stolen. 	<ul style="list-style-type: none"> • Would never be destroyed by moth and rust, would never be stolen.
Jesus' teachings	<ul style="list-style-type: none"> • Riches on earth are temporary, unstable and subject to environmental changes. They cannot give people a sense of security. • If people build their happiness on the transient and unstable riches on earth, they will lose their happiness and satisfaction when the riches on earth vanish. 	<ul style="list-style-type: none"> • Riches in heaven are eternal, stable and do not subject to environmental changes. They are meaningful and eternal. People can store them up by following God's will, cultivating good characters and being kind to others. • Eternal and invaluable things will not vanish even if people are about to die.






Material 2: Jesus' teachings on The Lamp of the Body (Matthew 6:22-23)

1. Background of the Parable

In the old times, people believed that eyes were like windows which allowed light to enter the body. If the eyes are "healthy", more light can enter the body; whereas if the eyes were "unhealthy", the amount of light that can get into the body would be very limited.

2. The Symbolic Meaning

	Healthy Eyes	Unhealthy Eyes
The Authorised KJV	<p>"Innocent" eyes</p> 	<p>"Evil" eyes</p> 
Meaning in Greek	<ul style="list-style-type: none"> "Innocent": in Greek it is "haplous", meaning generous. According to Jesus "healthy eyes" meant "generous eyes". 	<ul style="list-style-type: none"> "Evil": in Greek it is "ponēros", meaning grudging and ungenerous. According to Jesus, "unhealthy eyes" meant "ungenerous eyes".
Symbolic Meaning	<ul style="list-style-type: none"> Jesus pointed out that if people's eyes are healthy, their bodies will be filled with light, which guides them to behave well. Healthy eyes, thereby, implies that only through choosing God can people generously give and live in godly ways. 	<ul style="list-style-type: none"> Unhealthy eyes, thereby, implies that by choosing money, people will become jealous of others' possessions and become slaves of money. 

Material 3: Jesus' teachings on Riches of God (Matthew 6:24)

- Jesus pointed out that no one can be a slave of two masters – no one can be the servant of God and be the slave of money at the same time.
- In the ancient times, slaves had to be completely loyal and devoted to their own masters. If someone served two masters at a time, it would be difficult for him to serve the two equally.
- Through this parable, Jesus explained that if people want to follow God and live according to His ways, they have to be completely devoted. They cannot love God and money at the same time because they cannot take care of the two equally.
- Jesus clearly pointed out that if people want to be the servants of God, they have to live according to His ways with all their hearts and set Him as their top priority in life. They cannot run after God and money at the same time, otherwise they will be under the spell of money and become its slave.

References:

1. 巴克萊著，方大林、馬明初譯（1991）：《馬太福音注釋》，上冊，（頁 271-278）。香港：基督教文藝出版社。
2. Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press.
3. Hagner, Donald. (1993). *Matthew 1-13* (pp. 155-160). Dallas, Texas: Word Books.
4. Viviano, Bendict T. (1990). The Gospel According to Matthew. In Brown, Raymond & Fitzmyer, J. (Eds). *New Jerome Biblical Commentary*.



Worksheet 1: Treasures on Earth

Discuss the following questions in groups and write your answers on the space provided.

1. The banking system in Hong Kong is very stable and secure. However, Jesus thought the earth is a place “where moth and rust destroy, and robbers break in and steal”. Can Jesus’ description about earth and its implication of the riches on earth be applied to today’s society? Explain your answer with examples.

2. What is implied by Jesus’ description about the earth regarding the riches on earth? Did Jesus mean that people should not rely on riches on earth because earthly treasures cannot give us a sense of security? Express your ideas with examples.



Worksheet 2: Eyes and Life

- Base on the two cases below, compare and contrast the ways how people with “generous eyes” and people with “ungenerous eyes” look at money, others’ benefits and the cultivation of the quality of life?

Case 1:



In order to build a swimming pool on campus, the school was going to organise the annual fund-raising activity soon. Hong was so excited about it. He invited three very close friends in his class to participate in the event together. They were not only enthusiastic about the event, but they also made donations! Hong donated about \$1000 which he had saved from his pocket money. A year later, the construction of the pool was complete. All students, including Hong, could go practise swimming there.

Case 2:

One day, the class teacher encouraged the students to actively take part in a flag selling activity. Most students decided to participate in the fund-raising event, whereas Tommy was apathetic about that. The class teacher encouraged Tommy to join it, but Tommy made excuses and refused. He thought, “I would never support such flag-selling event. My parents work so hard to earn a living. All I know is that people should work hard to make money and one day they’ll be able to save up a lump-sum... Depending on others’ giving and sympathy is cowardice...” When the class teacher suggested Tommy to buy a flag, Tommy held on tight to his wallet, in which there was a \$500 note, and said: “I don’t have extra money for buying flags today!”



	Generous eyes	Ungenerous eyes
Main character in the case		
Attitude towards money		
Attitude towards others’ benefits		
Cultivating one’s quality of life		



Material 1: Jesus' teachings on Riches in Heaven (Matthew 6:19-21)

	Riches on Earth	Riches in Heaven
Jesus' description	<ul style="list-style-type: none"> • Would be destroyed by moth and rust, or would even be stolen. 	<ul style="list-style-type: none"> • Would never be destroyed by moth and rust, would never be stolen.
Jesus' teachings	<ul style="list-style-type: none"> • Riches on earth are temporary, unstable and subject to environmental changes. They cannot give people a sense of security. • If people build their happiness on the transient and unstable riches on earth, they will lose their happiness and satisfaction when the riches on earth vanish. 	<ul style="list-style-type: none"> • Riches in heaven are eternal, stable and do not subject to environmental changes. They are meaningful and eternal. People can store them up by following God's will, cultivating good characters and being kind to others. • Eternal and invaluable things will not vanish even if people are about to die.








Material 2: Jesus' teachings on The Lamp of the Body (Matthew 6:22-23)

1. Background of the Parable

In the old times, people believed that eyes were like windows which allowed light to enter the body. If the eyes are "healthy", more light can enter the body; whereas if the eyes were "unhealthy", the amount of light that can get into the body would be very limited.

2. The Symbolic Meaning

	Healthy Eyes	Unhealthy Eyes
The Authorised KJV	"Innocent" eyes 	"Evil" eyes 
Meaning in Greek	<ul style="list-style-type: none"> "Innocent": in Greek it is "haplous", meaning generous. According to Jesus "healthy eyes" meant "generous eyes". 	<ul style="list-style-type: none"> "Evil": in Greek it is "ponēros", meaning grudging and ungenerous. According to Jesus, "unhealthy eyes" meant "ungenerous eyes".
Symbolic Meaning	<ul style="list-style-type: none"> Jesus pointed out that if people's eyes are healthy, their bodies will be filled with light, which guides them to behave well. Healthy eyes, thereby, implies that only through choosing God can people generously give and live in godly ways. 	<ul style="list-style-type: none"> Unhealthy eyes, thereby, implies that by choosing money, people will become jealous of others' possessions and become slaves of money. 



Material 3: Jesus' teachings on Riches of God (Matthew 6:24)

- Jesus pointed out that no one can be a slave of two masters – no one can be the servant of God and be the slave of money at the same time.
- In the ancient times, slaves had to be completely loyal and devoted to their own masters. If someone served two masters at a time, it would be difficult for him to serve the two equally.
- Through this parable, Jesus explained that if people want to follow God and live according to His ways, they have to be completely devoted. They cannot love God and money at the same time because they cannot take care of the two equally.
- Jesus clearly pointed out that if people want to be the servants of God, they have to live according to His ways with all their hearts and set Him as their top priority in life. They cannot run after God and money at the same time, otherwise they will be under the spell of money and become its slave.

References:

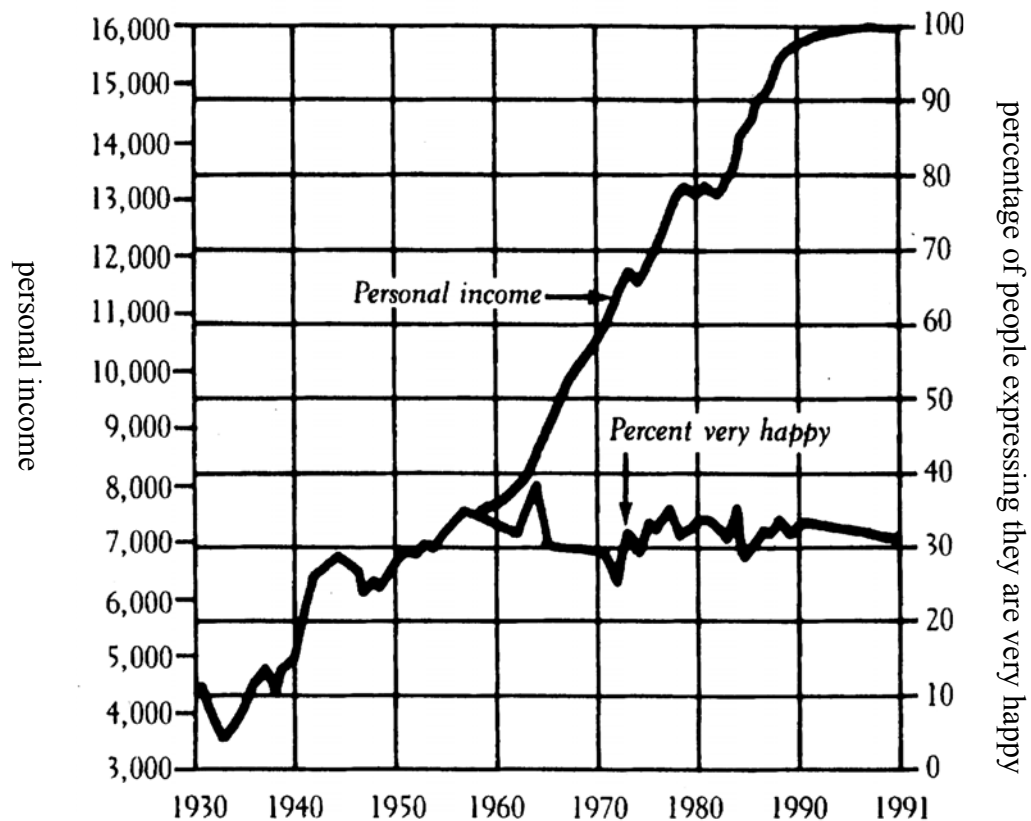
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4. Viviano, Bendict T. (1990). The Gospel According to Matthew. In Brown, Raymond & Fitzmyer, J. (Eds). *New Jerome Biblical Commentary* (pp.645-646). Englewood Cliffs, N.J.: Prentice Hall.





Material 4 – Money and Happiness

Degree of happiness and wealth



Reference:

David G. Myers. *The Pursuit of Happiness: Discovering the Pathway to Fulfilment, Well-Being, and Enduring Personal Joy* (New York: Quill, 2002).

Period 8 : Attitudes towards Life (2) : Not to Worry about Life

1. Biblical reference: Matthew 6: 25-34

2. Objectives :

- To learn about Jesus' reasons for not to worry about life.
- To learn from Jesus ways to eliminate worries: (1) to pursue the manifestation of God's sovereignty and to follow His will; (2) do not worry about the future, there is no need to add troubles to each day.
- To learn not to worry about life and to understand how to live each day with a cautious, contemplative and trusting attitude according to Jesus' exhortation.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • People are always troubled, worried and concerned about the essential needs of life, such as clothes, food and drinks. • Jesus used the examples of birds and wild flowers to show people that God provides and protects even tiny living things, hence He would care a lot about humans. • If people pursue the manifestation of God's sovereignty and follow His will, God will provide people everything they need. If a person enjoys God's blessings and does his/her work well for the day, he/she does not need to worry about the uncertainties in the future. • Through the above teachings, Jesus exhorted us not to worry but to understand how to live each day with a cautious, contemplative and trusting attitude.
Issue for Explorations	<ul style="list-style-type: none"> • How is it possible for one not to worry about life ?
Enquiry Questions	<ul style="list-style-type: none"> • Why did Jesus teach us not to worry about life? • How should we eliminate worries according to Jesus? • Are people not allowed to worry? What kind of attitudes should one have?

Learning Activities	<ul style="list-style-type: none"> Through learning the “Life Change Stress Scale” used in psychology, help students understand the prevalence of stress in today’s society and study Jesus’ arguments against worries. Through analysing real life examples, help students grasp the rationale behind Jesus’ teachings on eliminating worry. Through learning the Jewish attitudes towards life, help students understand Jesus’ teaching on how to live each day with a cautious, contemplative and trusting attitude.
Key Concepts	<ul style="list-style-type: none"> Worries God’s provision
Generic Skills, Values and Attitudes Involved	<ul style="list-style-type: none"> Refer to the ‘Generic skills, Values and Attitudes’ tables included in the following activity sheets.
High-order Questions	<ul style="list-style-type: none"> Base on Jesus’ teaching on the reasons for not to worry, evaluate the “Life Change Stress Scale” and see which items may now cease to make you worry. What kind of life would be achieved if one lives a cautious life and trusts God ?
Extended Activities	<ul style="list-style-type: none"> Through case studies, help students understand and evaluate Hong Kong people’s values towards life.

Activity One

Enquiry Question	Generic Skills	Values and Attitudes
Why did Jesus teach us not to worry about life?	Collaboration skills, communication skills	Self-reflection, optimistic

Teaching Steps :

1. Teacher does warm-up exercise with students by helping them understand that most people have worries. Guide students to reflect the issue of worries.

- Teacher points out:
 - Confucius said, “Even if one does not have future concerns, one must have current worries” It seems impossible for one to live without worries.
- Teacher shows PowerPoint 1 (Life Change Stress Scale) and discusses with students what would worry modern people.
- Teacher asks students, by putting up their hands, to indicate their current worries out of the items in the Scale. Invite a few students to do sharing.
- Teacher points out:
 - A lot of people worry about money, clothing, food, academic achievements, work performance, the future, human relationships and so on.

2. Teacher carries out “Views of Life from Advertisements” activity with students. Help students understand the most common ways to eliminate worries and introduce Jesus’ reasons for not to worry about life to them.

- Teacher can visit the following website to show an advertisement by an insurance agency: <http://www.youtube.com/watch?v=Rij6STNQS78>
 - The advertisement points out that everyone has a different dream.
 - The advertisement claims that one can live a worry-free life and fulfill all wishes by investing in the mandatory provident fund.
- Teacher can discuss with students:
 - Would people live a worry-free life if they follow what the advertisement advises? Explain.

3. Teacher carries out “Reasons for Not to Worry” activity with students and helps them understand Jesus’ reasons for not to worry about life.

- Teacher asks students to read Mt. 6:25-32.
- Teacher divides students into groups, hands out ‘Worksheet 1’(Reasons for Not to Worry) and leads students to discuss the questions on the worksheet:
 - With reference to Jesus’ arguments, investigate the reasons for not to worry about our life regarding the following areas: (1) the most precious possessions in the world; (2) the way how animals survive in nature, (3) the functions of worries and (4) the way how flowers and grasses survive in nature.
- After discussion, teacher invites groups to present.
- Teacher distributes ‘Students’ Reference: Material 2’ (Methods to Eliminate Worries) and explains the answers of the questions on the worksheet.
- Teacher shows ‘PowerPoint 2’ (Reasons for Not to Worry) to summarise the learning above.

4. Teacher discusses with students:

- Jesus raises four reasons to exhort people not to worry about life. Which reason do you most agree/disagree with? Explain.
- Base on Jesus’ reasons for not to worry about life, evaluate the “Life Change Stress Scale” and see which items may now cease to make you worry.

5. Teacher summarises:

- Jesus taught that people who worry about life are blind, for they cannot see (1) the precious values of their own lives, (2) the gifts from nature and (3) that there is a sovereign ruler in life.
- People who worry a lot are foolish because they fail to notice that worries are not going to help the situations.
- Therefore, worrying about life serves no purpose at all. It cannot influence our life in a positive way.

6. Teacher distributes ‘Students’ Reference: Material 1 (Reasons for Not to Worry)’ to wrap up the above activity.

Activity Two



Enquiry Question	Generic Skills	Values and Attitudes
How should we eliminate worries according to Jesus?	Collaboration skills, communication skills, critical thinking skills	Self-reflection, optimistic, positive

Teaching Steps :

1. Teacher raises the question:

- Worrying about life is useless. Are there any ways to help us eliminate worries in life?
- What do people in Hong Kong usually do to eliminate worries?

2. Teacher carries out “Come and Offer Ways” activity with students, and leads students to explore different ways to eliminate worries and evaluate the effectiveness of these ways.

- Teacher asks students to name the ways people in Hong Kong usually use to eliminate worries, e.g. playing video games, singing karaoke, buying designer fashions, or chatting with friends. Teacher can write up to 10 ways suggested by the students on the blackboard.
- Teacher asks students to study the list on the blackboard and choose the ways they have tried and found effective to eliminate worries in life. Then, by voting, teacher helps the class find out the most effective way to eliminate worries.
- Teacher discusses with students:
 - Can these ways truly eliminate worries in life? Or do they just provide a temporary escape from the perturbation brought by worries?
 - How can we eliminate worries in our life?

3. Teacher carries out “Ways of Eliminate Worry” activity with students. Lead students to understand Jesus’ teachings on eliminating worries about life.

- Teacher asks students to read Mt. 6:33-34 and asks students to study Jesus’ teachings on the methods to eliminate worries about life.

- Teacher shows ‘PowerPoint 3’ (Ways to Eliminate Worries). Lead students to understand that the first method taught by Jesus is “to seek for God’s Kingdom and his righteousness”:
 - Concentrate on the Kingdom of God, and follow God’s will.
 - Accept God to be the ruler of our lives. Accept and trust the plan He has made for us, for He does so with love and care.
 - When one is willing to trust and accept God’s plan, worries will not exist any longer.
- Teacher raises the question:
 - If we accept God as the ruler and the provider of our lives, do we still need to worry about the future?
- Teacher shows ‘PowerPoint 3’ (Ways of Eliminating Worries: Son of a Rich Businessman) as a real life example to lead students to imagine how one’s worries in life will be if God is the provider.
- Teacher discusses with students:
 - Do you think the son of the rich businessman have worries about life and the future? Explain.
 - Base on this example, under what circumstances will one worry about the needs in life and the future?
- Teacher shows that the second method taught by Jesus is “there is no need to add troubles to each day”:
 - Every day will be a good day if one is able to finish all his work before the day ends.
 - Do not worry about the uncertain future or about things that may or may not happen.
- Teacher visits the following website: through testimonies of individuals, let students realise that God’s grace is more than sufficient. One does not need to worry about tomorrow. Rather, one should fully enjoy all the blessings for the day.
 - Pray for Hong Kong: The amazing journey of a family of eight - testimonies of tsunami survivors
http://www.gcc.org.hk/pray4hk/composition_content.php?division_id=16&composition_id=152

4. Teacher discusses with students:

- Are Jesus' methods for eliminating worries different from those promoted by today's society?
- Are Jesus' methods for eliminating worries suitable for today's society?
- Would you try Jesus' methods? Why or why not?

5. Teacher summarises :

- To pursue the manifestation of God's sovereignty and to follow His will means that we are convinced by God's love and His wisdom and therefore will trust and accept His plans and provisions.
- The second method taught by Jesus to eliminate worries is "not to add troubles to each day". People should live in the present and enjoy the day, putting more time and thoughts on seizing the opportunities in each and every day.

6. Teacher hands out "Students' Reference: Material 2" (Methods to Eliminate Worries) and wraps up the above activities.



Activity Three

Enquiry Question	Generic Skills	Values and Attitudes
Are people not allowed to worry? What kind of attitudes should one have?	Collaborations skills, communication skills, problem solving skills	Optimistic, have faith, positive

Teaching Steps :**1. Teacher raises the question:**

- Are people not allowed to worry? What kind of attitudes should one have?

2. Teacher shows PowerPoint 4 (The peaceful life of the Jews) . By looking into the Jewish lifestyle, let students learn about Jesus’ teachings on the correct attitudes of living – be cautious and trusting.**3. Teacher discusses with students:**

- How does being cautious benefit one’s life and future?
- Jesus taught that one does not need to worry. Are people not allowed to worry?
- If one lives cautiously and trusts God, how would his/her life be?

4. Teacher summarises:

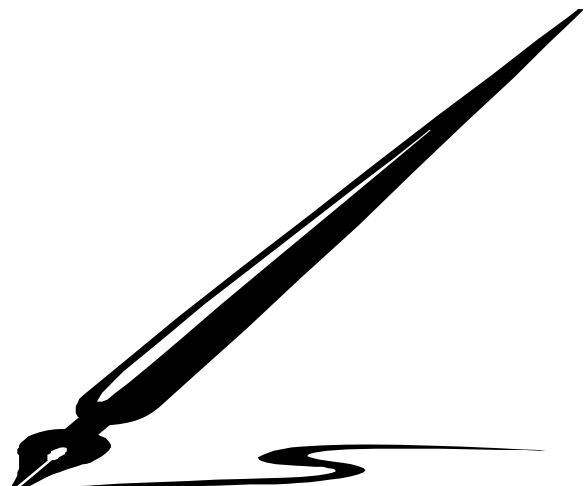
- We should live every day with a cautious attitude. If we do not over-spend or pursue too much luxury, we can avoid being poor due to splurging. Then we need not worry about tomorrow.
- We should trust God. We have to cultivate a good relationship with the omniscient and omnipotent God. We will then learn to manage all aspects of life, such as treating people, managing money and time etc. We will not be bounded by worries, but will enjoy the peace from God.

5. Teacher carries out “A worry-free life” activity with students. Through analyzing the cases, ask students to summarise Jesus’ teaching on “not to worry”.

- Teacher divides students into groups of four and hands out Worksheet 2 (A Worry-free Life). Through studying the two cases on the worksheet, discuss the related questions.

Extended Activities:

1. Teacher states:
 - A lot of people in modern society consider pursuing the greatest materialistic enjoyment the best way to enjoy life.
2. Teacher carries out “Destruction of Family” activity with students. Through studying the cases, let students reflect on the ways to enjoy peace in life. Also, through data collection, let them understand and evaluate the values of Hong Kong people towards life.
 - Teacher divides students into groups and hands out Worksheet 3 (Destruction of Family) to each group. Ask students to study the cases and analyse the values of the protagonists according to the questions on the worksheet.
 - Teacher asks students to look for data which reflect Hong Kong people’s concepts of “enjoying life”. They can collect information from advertisements survey results or they can visit the following websites:
 - http://www.breakthrough.org.hk/ir/Research/32_tertiary/tertiary.htm
 - <http://hk.geocities.com/yalpoon/lifevalue.html>
 - <http://webclass.ncu.edu.tw/%7Ewang024/chap13/chap13.htm>
 - Base on the above data, ask students to share if these phenomena and views reflect their own values.
3. Teacher may ask students to do sharing in the next lesson.



Material 1: Reasons for not to worry

Reasons for not to worry	Explanation
1. The most precious thing owned by a person	<ul style="list-style-type: none"> • Jesus reminded us the proper priorities in life: our body is more important than clothes, life is more important than food and pleasure. • When one worries too much about materialistic things, one has misplaced is/her priorities of life. • God has already given us the most precious thing: life, He would surely give us the other things.
2. survival mode of animals in nature	<ul style="list-style-type: none"> • Jesus mentioned that birds (v 26) never worry about their lives. They do not gather food for the uncertain and unforeseeable future. Yet, they live on. • Jesus aimed not to say that birds do not work. He once said that birds work harder than anyone else. What he meant was that birds do not worry, so there is no need for people to worry about the future. All these are not found in the birds.

3. The drawbacks of worrying	<ul style="list-style-type: none">• Worrying is a waste of time. It does not benefit people. It only brings doubts and fears.• The future cannot be predicted and will not change according to our worries. Worrying does not bring good luck or repel bad luck.• God is the only ruler of life. One's worries have no use at all.
4. The survival mode of plants in nature	<ul style="list-style-type: none">• God gives even the short-lived flowers and grass such beautiful clothes. He cares a lot about human beings? Since He is so generous towards the flowers, He surely will not easily forget the needs of his supreme masterpiece: human beings.

Reference :

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.82-114.



Material 2: The best methods to eliminate worries

Method	Explanation
1. To pursue the manifestation of God's sovereignty and to follow His will	<ul style="list-style-type: none"> • Focus on the Kingdom of God and practise His will. • Recognise God to be our ruler of life that He is full of love and wisdom and we are willing to trust and accept His plan. • When one is willing to trust and accept God's plan, worries naturally disappear.
2. There is no need to add troubles to each day	<ul style="list-style-type: none"> • Every day will be a good day if a person finishes his entire job before the day ends. • Not worrying about the uncertain future or about things that may or may not happen.

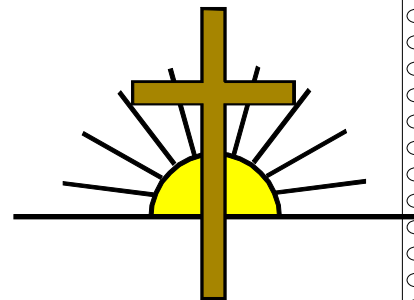
Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.82-114.



Worksheet 1: Reasons for Not to Worry (Reference answers)

	Reasons for Not to Worry
1. The most precious thing owned by a person (Matthew 6:25)	<p>Answer :</p> <ul style="list-style-type: none"> • God has already given us the most precious thing: life, He would surely give us other things we need, such as food and clothing.
2. Survival mode of animals in nature (Matthew 6:26)	<p>Answer :</p> <ul style="list-style-type: none"> • Birds do not worry about life, yet they can survive under God's care. • Human beings are much more precious than birds. God will no doubt care for them.
3. The drawbacks of worrying (Matthew 6:27)	<p>Answer :</p> <ul style="list-style-type: none"> • One cannot live a bit longer by worrying. Therefore worrying has no use.
4. Survival mode of plants in nature (Matthew 6:28-30)	<p>Answer :</p> <ul style="list-style-type: none"> • Though flowers and grass are short-lived, God still give them beautiful clothes. • God will no doubt care for human beings, who are more precious than other living things.



Worksheet 1: Reasons for Not to Worry

Read Matthew 6:25-32 carefully and analyse the reasons for not to worry according to Jesus.

	Reasons for No Worry
1. The most precious thing owned by a person (Matthew 6:25)	
2. Survival mode of animals in nature (Matthew 6:26)	
3. The drawbacks of worrying (Matthew 6:27)	
4. Survival mode of plants in nature (Matthew 6:28-30)	

Worksheet 2 : A Worry-free Life

Study the following two cases and answer the questions.

Case 1:

From glamour to simplicity

Beauty always brings fortune. Lai Mei-han would most agree with that because she had personally experienced that.

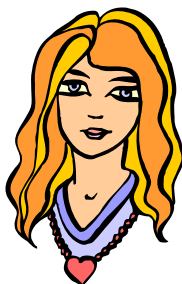
Lai was accepted into the acting class right after high school graduation. She was soon promoted to be the lead actress because of her eye-catching beauty and elegance. Despite the fame brought by her captivating performance and the adoration from fans, she felt empty inside. At 30, she lived in a 4,000 feet luxury home and drove a Benz, yet she was not fulfilled inside.

Led by her colleagues, she came to know Jesus Christ at “Home of Artists” and her life was transformed afterwards. She realised that the acting arena was not the right place for her even though it had brought her fame and fortune. She abruptly gave up acting and the high income and waited quietly before the Lord.

Later, she found that she was good at taking care of others. Hence, the brothers and sisters in her church all prayed for her. Eventually, Lai found her new direction: to be a hospital chaplain.

Things had not been so smooth. At that time, Lai only had 2,000 dollars. She did not even have a place to stay. Later, God prepared a safe and comfortable place for her and the flat fitted her budget. Even the salary for her ministry was paid by a housewife from her personal account.

Despite the big drop in material standard, Lai had found the right direction in life. Today, she does not only serve in hospital, she also becomes a witness of God in different aspects of life. She realises that “only be concerned about everything related to the Kingdom of God and what He requires you to do, then God He will provide you with all the other things you need.”



Case 2:

Wave Farewell to Security

It does not seem normal for a family of four with parents holding doctorate degrees to experience crises. However, a lawsuit took the sense of security away from this family.

Leung Yat-ming held a Ph.D. in education and had a high-income job in the Department of Education. His wife held a doctoral degree in pediatrics and she taught as a professor at the medical school of the Chinese University of Hong Kong. They were convicted of housing allowance fraud and sentenced to a nine-month imprisonment. Even though their sentence was suspended, the tremendous pressure they endured during the two years of waiting was inexpressible. During that time, the couple came to believe in Christ and accepted Him as their Saviour.

What they had lost, in addition to the jobs with a salary of \$300,000 per month, was their provident fund which they had contributed for years. During these two years, they were unemployed and had to sell their 7,000-feet home. Yet, fortunately, they met the Saviour and became Christians at such a time in life.

During their unemployment, they had to tutor their children. They gave their children academic advice and were able to make compensation for their negligence to the children in the past. The experience in these two years enlightened the couple as they got close to middle age.

Currently, Leung works as a teacher-trainer and his wife as a private medical consultant. Their living standard is far lower than before, yet they find such life peaceful. They both think that this is peace from God.

Examine the characters in both stories and see if they match Jesus' teaching of the three principles for enjoying life. Put a ✓ in the appropriate ☐.

	Lai Mei-han	Leung Yat-ming
1. The kind of life style that he/she longed for before		
2. The change in his/her thought and values after accepting Christ		
3. His/her change in life upon following the teaching of Christ		

Worksheet 3: Destruction of Family

Study the following two news articles reported on the same day and answer the questions.

An American father forced his children to take poisoned soup in order to blackmail Campbell Soup

A father in Atlanta, USA, had poisoned the soup thrice and fed his three-year-old son and eighteen-month-old daughter with it since January last year, in order to blackmail Campbell Soup. He put chili into the soup for the first time, lighter fluid for the second time and 2 kind of anti-depression drugs for the last time.

His children fell sick and were taken to hospital every time. The father would then call Campbell Soup and claimed that the cans were bad and threatened to sue. Eventually, Campbell Soup discovered what he had done and notified the police, thus exposing the truth.

It was alleged that the eighteen-month-old daughter of the accused was put on life-support for three days due to the poison. She also got asthma as a sequela. The three-year old son was emotionally disturbed.

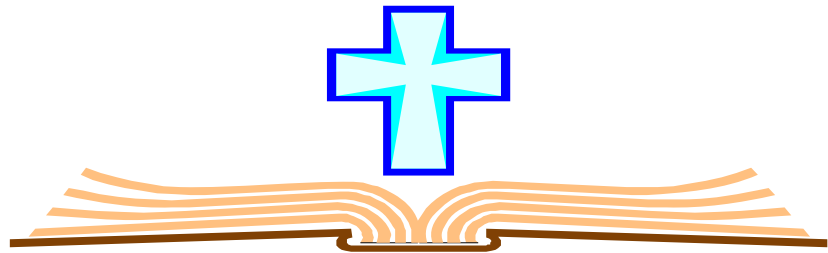
An American mother ordered her son to fake mental retardation for eighteen years to defraud of social aid

A twenty-six year old man in the USA had faked mental retardation ever since he was eight. He pretended that he was unable to communicate and had facial cramps in front of welfare administrators and psychologists, in order to defraud of social welfare benefits.

The accused and his mother were involved in welfare fraud amounting to \$220,000 (about HKD1.7 million). Allegedly, the mother also asked her daughter to fake mental retardation, but her daughter was not yet indicted.

1. What did the parents in the articles sacrifice their children in exchange for material benefits?
2. Is it worth doing so? What kind of values do the above incidents reflect?

3. Could the parents follow the following principles of Jesus' teachings about enjoying peace?
 - a. To pursue the manifestation of God's sovereignty, to follow His will and to trust God that He would provide everything we need.
 - b. Not to worry about the future, live the day and accept God's blessings for the day.
4. Can you name some examples in Hong Kong that reflect people's values of life? You can refer to the following:
 - Advertisements
 - Real life cases
 - Survey results





Material 1: Reasons for No Worry

Reasons for not to worry	Explanation
1. The most precious thing owned by a person	<ul style="list-style-type: none"> • Jesus reminded us the proper priorities in life: our body is more important than clothes, life is more important than food and pleasure. • When one worries too much about materialistic things, one has misplaced is/her priorities of life. • God has already given us the most precious thing: life, He would surely give us the other things.
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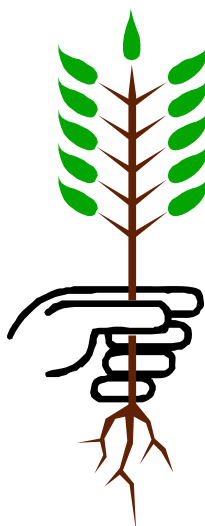


Material 2: The best methods to eliminate worries

Method	Explanation
1. To pursue the manifestation of God's sovereignty and to follow His will	<ul style="list-style-type: none"> • Focus on the Kingdom of God and practise His will. • Recognise God to be our ruler of life that He is full of love and wisdom and we are willing to trust and accept His plan. • When one is willing to trust and accept God's plan, worries naturally disappear.
2. There is no need to add troubles to each day	<ul style="list-style-type: none"> • Every day will be a good day if a person finishes his entire job before the day ends. • Not worrying about the uncertain future or about things that may or may not happen.

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Period 9: The Golden Rule

1. Biblical reference: Matthew 7:1-5; 7-12
2. Objectives:
 - To learn about Jesus' teachings on the ideal attitude for treating others in the Sermon on the Mount.
 - To understand that Jesus' ideal attitude for treating others is his "Golden Rule": Do unto others as you would have them do unto you.
 - To learn to follow the Golden Rule in everyday life, treating others kindly.



Teaching strategies

Background Information	<ul style="list-style-type: none"> • Jesus asked people to abandon the attitude of being strict to others yet lenient to oneself. He taught a new ethical conviction in treating others, which is commonly known as "the Golden Rule". • Jesus specifically demanded people not to judge others because no one is perfect. It is hypocritical to put oneself above others. • We should follow the example of God to render unselfish love and unreserved forgiveness to others.
Issue for Explorations	<ul style="list-style-type: none"> • What is the ideal attitude for treating others?
Enquiry Questions	<ul style="list-style-type: none"> • Why did Jesus teach us not to judge others? • According to Jesus' teachings, what is the ideal attitude for treating others? • Is it possible to practise Jesus' teachings in everyday life?
Learning activities	<ul style="list-style-type: none"> • Through studying real cases, bring out Jesus' teachings on "Do not judge others". • Through exploring the common principles followed by modern people in treating others, bring out Jesus' teachings on treating others with the Golden Rule. • Through studying real life examples, point out that treating others with the Golden Rule is the only driving force to reform the world.

Key Concepts	<ul style="list-style-type: none"> • The Golden Rule • The Silver Rule
Generic skills, Values and Attitudes Involved	<ul style="list-style-type: none"> • Refer to “Generic skills, Values and Attitudes” tables which follow the content of each activity.
High-order Questions	<ul style="list-style-type: none"> • What positive impacts can be brought to the society when people practise Jesus’ teachings of “Do not judge others” and follow the Golden Rule?
Extended activities	<ul style="list-style-type: none"> • Understand the difficulties faced by modern people in putting Jesus’ teachings of the Golden Rule into practice.

Activity One



Enquiry Questions	Generic Skills	Values and Attitudes
Why did Jesus teach us not to judge others?	Critical thinking skills, communication skills	Respect for others, tolerance

Teaching Steps:

Step 1: Teacher does warm-up exercise with students by helping them to examine the standards which they usually employ to judge others and see whether these standards are objective and fair enough.

- Teacher shows “PowerPoint 1” (Your Judgment on Them). Referring to the questions in the PowerPoint, students express their opinions on these singers.
- Teacher discusses the following questions with students:
 - Are their opinions on the singers similar to those of the general public? (e.g. online discussion groups , comments from newspapers and magazines.)
 - Are your opinions on the singers positive, fair or severe?
 - How do you feel if you are being judged by others with the same standard?

Step 2: Teacher points out: Judging others sternly has become a popular culture in Hong Kong. However, Jesus taught us not to be judgmental.

Step 3: Teacher raises the question: Why did Jesus teach people not to be judgmental?

Step 4: Teacher carries out the “Not to be Judgmental” activity with students and helps them understand the reasons behind Jesus’ teachings.

- Teacher asks students to read Matthew 7: 1-5.
- Teacher raises the following questions:
 - What did Jesus teach people not to be judgmental?
 - Jesus mentioned that people often saw the “speck of sawdust” in others’ eyes but pay no attention to the “log” in their own eyes. What did Jesus want to bring forth from this illustration?
- Teacher allows students to express their ideas.
- Teacher concludes: No one in this world is perfect. Everyone has his/her own weaknesses, faults and limitations.
- Teacher asks students to form groups of four, and hands out “Worksheet 1” (The Imperfect Human Beings) for group discussion. Teacher asks students to explore the

moral and ability limitations of human beings to reveal the reasons why we should refrain from judging others. Give real life examples as illustrations.

- Teacher shows “PowerPoint 2” (The Reasons for not Judging Others), and helps students to understand the moral and ability limitations of human beings. (see the two points below) Give real life examples as illustrations.
 - In the moral realm: We are not good enough to judge others.
 - In the ability realm: We do not know all the facts. We cannot have a full grasp of all the information of a certain person. Since each judgment contains personal point of view, no one can make an absolute objective or unbiased judgment on others.

Step 5: Teacher discusses with student:

- When we judge others’ weaknesses and mistakes, have we ever thought about that we may also have similar weaknesses and make the same mistakes?
- Is it often that when we judge others, we only observe the situation superficially based on partial information? Even if we know all the facts, do we have the ability to make fair comments?
- Why do people have to judge others? Do we want to help others improve? Or do we simply enjoy criticising others’ weaknesses and mistakes? Or do we just want to show off our abilities?

Step 6: Teacher summarises:

- By teaching people the principle of “do not judge others”, Jesus wanted people to understand the fact that no human being is perfect.
- In the moral realm, every human being has weaknesses and inadequacies. We are not good enough to pass judgment on others.
- In the ability realm, we do not know everything. We can only pass subjective judgments based on limited resources. These unfair judgments can only hurt and bring harm to others.

Step 7: Teacher distributes “Students’ Reference: Material 1” (The Meanings of “the Speck of sawdust in Others’ Eyes and the Log in One’s Own Eyes”) and “Students’ Reference: Material 2” (The Spiritual Quality of treating others genuinely) as conclusions of the above activities.

Activity Two



Enquiry Questions	Generic Skills	Values and Attitudes
According to Jesus' teachings, what is the ideal attitude for treating others?	Critical thinking skills, collaboration skills, communication skills	Rationality, respect for others, tolerance

Teaching Steps:

Step 1: Teacher points out: Jesus taught us not to judge others. Can you name any other ideal attitudes for treating others?

Step 2: Teacher carries out the “How to treat others?” activity with students and helps them explore the common principles of treating others in today’s Hong Kong.

- Teacher asks: According to your observation, what are the common principles of treating others in today’s Hong Kong?
- Teacher shows “PowerPoint 3” (How to Treat Others?), which contains two real cases, and asks students to think about the common principles of treating others in today’s Hong Kong. Teacher then discusses the following questions with students:
 - In the two cases, is it justifiable for the witnesses not to call the police? Why?
 - Do all people in Hong Kong care about themselves only?
 - Do you know anyone who follows entirely different principles in treating others? (e.g. following the principle of “Do unto others as you would have them do unto you.”) Please give some examples.
 - Which of the two principles, “Caring about oneself only” or “Do unto others as you would have them do unto you”, can promote better interpersonal relationship? Why?
 - What other principles of treating others can promote better human relationship?

Step 3: Teacher carries out the “Turning the Silver Rule into the Golden Rule” activity with students. Help them understand the difference between the Silver Rule and the Golden Rule and the reason why Jesus preached the Golden Rule.

- Teacher asks students to read Matthew 7:12.
- Teacher asks: “Do unto others as you would have them do unto you” is commonly known as “the Golden Rule”. According to Jesus, what kind of principles in treating other does this Golden Rule reflect?

- Teacher points out: The Golden Rule preached by Jesus differs from the Silver Rule of “Do not do unto others as you would have them not do unto you”. The Golden Rule not only requires us to refrain from doing harmful things to others, but it requires us to take initiative to treat others well.
- Teacher divides students in groups of four and hands out “Worksheet 2” (A Close Look at the Three Principles of Treating Others) for group discussion. Students are required to compare and contrast the three principles, “Caring about oneself only”, “The Silver Rule” and “The Golden Rule”, according to the four aspects as follows: (1) The values of self-interest and the interests of others; (2) The rationales behind the principles; (3) Long-term effects on the development of the society; (4) The degree of difficulty in actual practices.
- Teacher shows “PowerPoint 4” (The Golden Rule and the Silver Rule), and explains in details the differences between the two rules. Conclude the PowerPoint by comparing the principles of “Caring about oneself only”, “The Silver Rule” and “The Golden Rule”.
- Teacher asks students to stay in the same group and hands out “Worksheet 3” (Turn the Silver Rule into the Golden Rule) to students. Teacher asks students to determine whether the real life examples on the worksheet belong to the Golden Rule or the Silver Rule. Ask students to suggest ways to change the behavioural patterns of the Silver Rule examples so that they can meet the requirements of the Golden Rule. Finally, teacher encourages students to suggest means by which the Golden Rule can be put into practice in daily life.
- Teacher checks the answers with student by referring to the following answers:

1. Gold	2. Silver	3. Gold	4. Silver	5. Silver
6. Gold	7. Silver	8. Gold	9. Gold	10. Silver

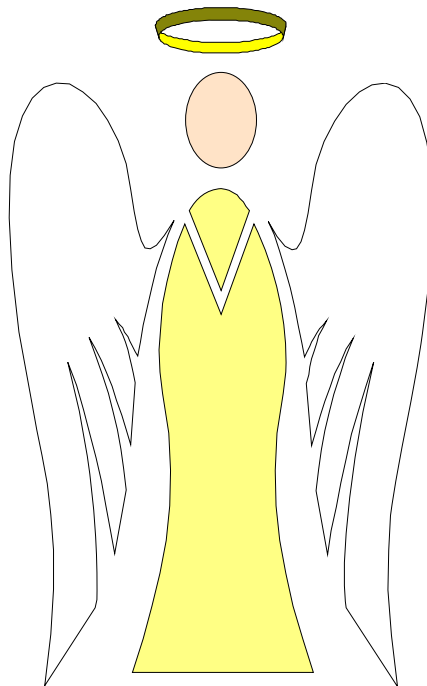
Step 4: Teacher further discusses the following questions with students:

- Jesus taught us to follow the Golden Rule when treating others. Do you agree that the Golden Rule can promote better interpersonal relationship than the Silver Rule? Is the Golden Rule beneficial to us, others, and the society?
- What difficulties will we encounter as we follow the Golden Rule in modern society?

Step 5: Teacher summarises:

- The Silver Rule is more demanding than “Caring about oneself only”. Yet the Golden Rule taught by Jesus is even more demanding, but can also bring promote better interpersonal relationships.
- Jesus taught us to follow the Golden Rule when treating others. Not only should we refrain from doing harmful things to others, we should also take the initiative to treat others kindly.

Step 6: Teacher hands out “Students’ Reference: Material 3” (Comparison of the Golden Rule and the Silver Rule) as a conclusion of the above learning activities.



Activity Three



Enquiry Questions	Generic Skills	Values and Attitudes
Is it possible to practise Jesus' teachings in everyday life?	Critical thinking skills, communication skills	Love, understanding, sympathy

Teaching Steps:

Step 1: Teacher asks:

- Jesus wanted us to follow the Golden Rule when treating others. Can you name anyone who has followed the Golden Rule?

Step 2: Teacher carries out the “I followed the Golden Rule” activity with the students. Help them understand the examples of Oskar Schindler and Dr. Gao Yao-jie who followed the Golden Rule when treating others.

- Teacher shows “PowerPoint 5” (I followed the Golden Rule). Help students to understand how Oskar Schindler saved many Jews during the Second World War and how Dr. Gao Yao-jie helped AIDS patients in the Henan Province of China.
- Teacher discusses with students:
 - Which principle of treating others had Oskar Schindler and Dr. Gao Yao-jie followed?
 - What were the similarities between the situations faced by Oskar Schindler and Dr. Gao Yao-jie?
 - Did Oskar Schindler and Dr. Gao Yao-jie pay for following the Golden Rule?
 - What enabled them to follow the Golden Rule?
 - If Oskar Schindler and Dr. Gao Yao-jie followed the Silver Rule, how different would the result be? What impacts would they bring to the people and the societies at that time?

Step 3: Teacher points out: The world has become better because some people are willing to follow the Golden Rule and take the initiative to help people.

Step 4: Teacher further discusses with students:

- Will the world become better if everyone just follow the Silver Rule?
- Will you choose to follow the Golden Rule or the Silver Rule when treating others?
- What can motivate people to follow the Golden Rule when treating others?

Step 5: Teacher summarises:

- Only those who follow the Golden Rule will offer genuine help and assist others to overcome difficulties.
- If more people are willing to follow the Golden Rule, the world will become better and more perfect.

Extended Activities:

1. Please find an article in the newspaper criticising a public figure (e.g. a politician, a merchant or an artist).
2. According to your opinion, find out the sternest judgment. Using the following standards, point out the mistakes in the critique.
 - Having improper motives of judgment (Intended to attack others or to entertain oneself by criticising others.)
 - Imposing one's subjective standards and judgments upon others.
 - Making unfair judgments with limited knowledge.
 - Having prejudice and forming bias.
3. Please find an article in the newspaper showing an example of people practising the Golden Rule. Analyse why the people in those cases were willing to practise the Golden Rule.
4. Compare the impact of the two different attitudes in treating others on the society. (Being judgmental and practising the Golden Rule towards others.)



Material 1: The Meanings of “the Speck of sawdust in Others’ Eyes and the Log in One’s Own Eyes”

1. Teachings:

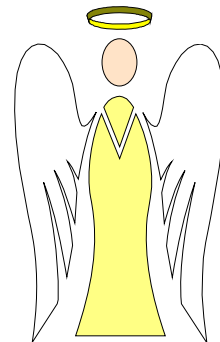
- No one is perfect and flawless in this world. All human beings have limitations.

2. The inadequacy of human beings:

- In the moral realm, we are not pure and merciful enough to judge others.
- In the ability realm, we are not able to access all the information related to a certain person. Judgments are made according to personal point of views. No precise or unbiased judgments on others can be made.

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.264-269, 273-281.



Material 2: The Spiritual Quality of Treating Others Genuinely

1. Be kind:
 - Avoid making unjust and cruel judgments to others.
 - It is difficult to treat others kindly if we only care about judging others.
2. Be humble:
 - Do not claim to be morally superb. We need to realise that we are all sinners in God's eyes.
 - Do not elevate oneself to take the role of a judge.
3. Raise the ability of self-evaluation:
 - One who often realises his own shortcomings will not criticise others' mistakes.
 - Jesus did not want us to criticise others because we will lose the opportunity to improve and to evaluate oneself.
4. Raise the ability of self-management:
 - Jesus wanted us to pay more attention to our own inadequacies and strive for improvement.
 - We have to be well-equipped before we are qualified to help those who are in need.
5. Treat others with love:
 - It is hypocritical to show off one's quality and ability by criticising others.
 - Jesus wanted us to treat others with love. The action of criticising others to elevate oneself is absolutely not Christian behaviour.



Material 3 : The Origins of the Golden Rule and its Comparisons with the Silver Rule

1. The origins of the Golden Rule:

Since the 18th century, Jesus' teaching of "Do unto others as you would have them do unto you" has been recognised as the Golden Rule of ethical conviction, which has also been considered as the most important of all ethical standards. The Golden Rule was also called "The Golden Jade Law". It was the traditional ancient Greek ethics and was being promoted by the Greek wise men in the 5th century. The Jews were under Greek Rule at that time, and the Greek culture had gradually diffused into the Jewish tradition.

The Golden Rule is mentioned in the Gospel of Matthew 7:12 as well as the Gospel of Luke 6:31.

2. The Comparisons between the Golden Rule and the Silver Rule:



	The Golden Rule	The Silver Rule
Content	<ul style="list-style-type: none"> Do unto others what you want them to do unto you. 	<ul style="list-style-type: none"> Do not do unto others as you would have them not do unto you.
Attitude	<ul style="list-style-type: none"> Initiative and positive 	<ul style="list-style-type: none"> Passive and negative
Principles of Treating Others	<ul style="list-style-type: none"> Can be interpreted as "I will definitely do my best to do good to others." Do to others those good works that we hope others to do to us. One who follows the Golden Rule will find opportunities everywhere by doing beneficial things to others. 	<ul style="list-style-type: none"> Can be interpreted as "I definitely will not harm others." Do not do certain things (mainly harmful things) to others or avoid certain actions which I do not want others to do to me. Though one who follows the Silver Rule brings no harm to others in his lifetime, yet he will not bring benefits to any one either.
Degree of Difficulty in Practice	<ul style="list-style-type: none"> More difficult to practise. 	<ul style="list-style-type: none"> Not too difficult to practise.

References:

1. The Christian Bible and Theology Dictionary pp. 228
2. The Anchor Bible Dictionary V.2 pp. 1070-1071

Worksheet 1: The Imperfect Human Beings

Jesus taught us not to be judgmental since no one is perfect and flawless. Explore the limitations of human beings from the moral and the ability realm to deduce why we ought not to judge others. Give examples from the daily life to support your answers.

<p>Moral realm</p> 	<p>No one in this world is perfect.</p>	<p>Ability realm</p> 
<p>Real life examples:</p>		<p>Real life examples:</p>



Worksheet 2: A Closer Look at the Three Principles of Treating Others

Compare and contrast the three principles of treating others:

	Minding One's Own Business	The Silver Rule	The Golden Rule
1. The values put on self-interests and the interests of others			
2. The rationales behind the principles			
3. Long-term effects on the development of the society			
4. The degree of difficulty in actual practices			

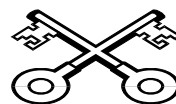
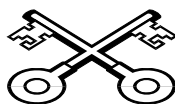
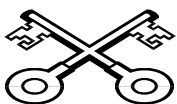


Worksheet 3: Turning the Silver Rule into the Golden Rule

Determine whether the following examples belong to the Golden Rule or the Silver Rule. Circle the correct answers and suggest how one could change the behavioural patterns of the Silver Rule in order to meet the requirements of the Golden Rule.

		Appropriate behaviour according to the Golden Rule
1. When I encounter difficulties in doing homework, I hope someone can help me with it. Therefore, when I realise my younger sister has difficulties in doing homework, I will take the initiative to teach her.	Gold/Silver	
2. I do not want my spouse to be unfaithful to me. Therefore, I will not commit adultery.	Gold/Silver	
3. I hope my companion is faithful to me. Therefore, I am faithful to my companion.	Gold/Silver	
4. When my elders teach me a lesson, I do not hope any bystander to interpose remarks so as to worsen the situation. Therefore, when I see someone in similar circumstances, I will not make any comments.	Gold/Silver	
5. I do not want others to rob my belongings. Therefore, I will not rob others' belongings.	Gold/Silver	
6. I hope others will praise me when I perform well. Therefore, I will give praises to those who have good performances.	Gold/Silver	

7.	When I need to rest, I do not want to be disturbed by others. Therefore, when I notice others need to take rest, I will not disturb them.	Gold/Silver	
8.	When I encounter financial difficulties, I wish the able ones would lend me money. Therefore, when I notice others are in financial troubles, I will lend them money within my ability.	Gold/Silver	
9.	When I am depressed, I wish someone could spend time to listen to me and comfort me. Therefore, when I realise others are depressed, I will take time to be a good listener and comfort them.	Gold/Silver	
	I do not wish my embarrassing pictures to be posted on the Internet. Therefore, I will not post others' pictures online so as to embarrass others.	Gold/Silver	





Material 1: The Meanings of “the Speck of sawdust in Others’ Eyes and the Log in One’s Own Eyes”

1. Teachings:

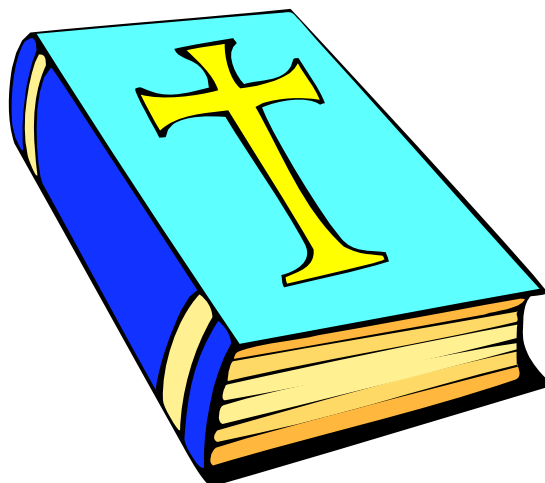
- No one is perfect and flawless in this world. All human beings have limitations.

2. The inadequacy of human beings:

- In the moral realm, we are not pure and merciful enough to judge others.
- In the ability realm, we are not able to access all the information related to a certain person. Judgments are made according to personal point of views. No precise or unbiased judgments on others can be made.

Reference:

Barclay, William (1956). *The Gospel of Matthew*. Vol. I Edinburgh: The Saint Andrew Press. pp.266-269.





Material 2: The Spiritual Quality of Treating Others Genuinely

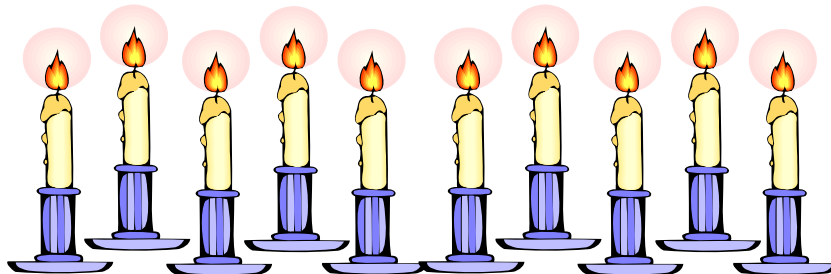
1. Be kind:
 - Avoid making unjust and cruel judgments to others.
 - It is difficult to treat others kindly if we only care about judging others.
2. Be humble:
 - Do not claim to be morally superb. We need to realise that we are all sinners in God's eyes.
 - Do not elevate oneself to take the role of a judge.
3. Raise the ability of self-evaluation:
 - One who often realises his own shortcomings will not criticise others' mistakes.
 - Jesus did not want us to criticise others because we will lose the opportunity to improve and to evaluate oneself.
4. Raise the ability of self-management:
 - Jesus wanted us to pay more attention to our own inadequacies and strive for improvement.
 - We have to be well-equipped before we are qualified to help those who are in need.
5. Treat others with love:
 - It is hypocritical to show off one's quality and ability by criticising others.
 - Jesus wanted us to treat others with love. The action of criticising others to elevate oneself is absolutely not Christian behaviour.





Material 3: The Comparisons between the Golden Rule and the Silver Rule

	The Golden Rule	The Silver Rule
Content	<ul style="list-style-type: none"> Do unto others what you want them to do unto you. 	<ul style="list-style-type: none"> Do not do unto others as you would have them not do unto you.
Attitude	<ul style="list-style-type: none"> Initiative and positive 	<ul style="list-style-type: none"> Passive and negative
Principles of Treating Others	<ul style="list-style-type: none"> Can be interpreted as “I will definitely do my best to do good to others.” Do to others those good works that we hope others to do to us. One who follows the Golden Rule will find opportunities everywhere by doing beneficial things to others. 	<ul style="list-style-type: none"> Can be interpreted as “I definitely will not harm others.” Do not do certain things (mainly harmful things) to others or avoid certain actions which I do not want others to do to me. Though one who follows the Silver Rule brings no harm to others in his lifetime, yet he will not bring benefits to any one either.
Degree of Difficulty in Practice	<ul style="list-style-type: none"> More difficult to practise. 	<ul style="list-style-type: none"> Not too difficult to practise.



Period 10: The Three Warnings

1. Biblical reference: Matthew 7: 13-29

2. Objectives :

- To learn about the three warnings given by Jesus in His Sermon on the Mount: (1) the Parable of the Narrow Gate; (2) the Parable of a Tree and its Fruit; (3) the Parable of the Wise and the Foolish Builders.
- Through the Parable of the Narrow Gate, understand the impact of avoiding the difficult path and choosing the easy path on one's life.
- Through the Parable of a Tree and its Fruit, understand that false choices and beliefs pose destructive impact on lives.
- Through the Parable of the Wise and the Foolish Builders, understand the importance of choosing good teachings and putting them into practice.
- To learn to choose the beneficial teachings and put them into practice so as to live a fruitful life.



3. Teaching strategies

Background
Information

- In the first warning, Jesus told people to learn from the Parable of the Narrow Gate and evaluate the outcome before making choices. They should pursue eternal and valuable matters so that their life will also be eternal.
- In the second warning, Jesus told people to learn from the Parable of a Tree and its Fruit and to be alert against the false prophets. They should abide by good teachings so as to live a fruitful life.
- In the third warning, Jesus told people to learn from the Parable of the Wise and the Foolish Builders. Only those who know the good teachings and put them into practice can lay a solid foundation of life and to resist temptations and attack. For instance, a wise man builds his house on the rock and his house would be strong enough to withstand wind and rain.

Issues for
Explorations

- Why should people choose the good teachings and put them into practice?

Enquiry Questions	<ul style="list-style-type: none"> • Why do people tend to pursue the more superficial and immediate benefit and choose the shortcuts? • Why is it important for people to identify the favourable truths? How does the judgment affect life? • How is one's life affected if one practises what he/she learns?
Learning Activities	<ul style="list-style-type: none"> • Base on the analysis of real life examples, understand the truths of Jesus' Parable of the Narrow Gate. • Through discussing social issues, understand Jesus' Parable of a Tree and its Fruit and his warning about false teachings. • Through group discussion, propose a plan about "practising good teachings" as a guide for one's life.
Key Concepts	<ul style="list-style-type: none"> • The Narrow Gate • The false prophets • Two types of foundation
Generic Skills, Values and Attitudes involved	<ul style="list-style-type: none"> • Refer to the 'Generic Skills, Values and Attitudes' tables included in the corresponding lesson plans.
High-order Questions	<ul style="list-style-type: none"> • How should people choose the good teachings and put them into practice in their daily life?
Extended Activities	<ul style="list-style-type: none"> • To give examples of people who follow good teachings in daily life; to share the experience of those who have made correct and rigorous choices of good teachings so as to analyse the importance of right choices.

Activity One

Enquiry Questions	Generic Skills	Values and Attitudes
Why do people tend to pursue the more superficial and immediate benefit and choose the shortcuts?	Collaboration skills, communication skills	Self determination, love, honesty

Teaching Steps :**Step 1: Teacher points out:**

- Jesus taught his disciples in the Sermon on the Mount with three parables as warnings to remind people that they must make prudent choices in order to live a fruitful life.

Step 2: Teacher raises the question:

- Why do people in the modern society prefer taking shortcuts when they seek jobs and pursue one's education, etc.?

Step 3: Teacher does warm-up exercise with students by letting them recognise how modern people tend to take shortcuts through studying Dr. Kai-fu Lee's recruitment experience.

- Teacher raises the questions:
 - If you were the manager of a large computer company, what would you look for in the candidates?
 - If a candidate claim that he will bring you the invention of the company he has previously worked for if he is offered the job, would you quickly make up your mind to employ him? (Teacher can encourage students to vote by raising their hands)
- Teacher points out:
 - Dr. Kai-fu Lee worked for the Apple Company. He had come across such a candidate. However, he did not offer him the job because the candidate lacked honesty, which is the most fundamental professional ethics sought by a lot of employers.
 - Dr. Kai-fu Lee believed that if one only thinks of immediate benefits and chooses the shortcut instead of being honest and pursuing virtues, it is impossible for him/her to be a person capable of great achievements.

- Reference: Kai-fu Lee. (2006). *A Walk into the Future: A collection of essays by Kai-fu Lee*, (Page 5). Beijing People's Publishing House.

Step 4: Teacher points out:

- In the Sermon on the Mount, Jesus taught and warned people with three parables that one should not choose shortcuts to live.
- Teacher asks students to read Matthew 7:13-14 and helps them understand Jesus' first warning: the Parable of the Narrow Gate.

Step 5: Teacher discusses with students, allowing students to understand the Parable of the Narrow Gate:

- Base on Jesus' teachings, what are the differences between the gate/road to hell and the gate/road to life?
- What are the differences between narrow road and wide road in our daily life?
- Teacher shows PowerPoint 1 (Narrow Road and Wide Road) and wraps up the activity.

Steps 6: Teachers points out:

- The Parable of the Narrow Gate aims to teach people to make a choice between the path to life and that to hell. Nevertheless, Jesus pointed out that most people choose to travel on the wide road (today's interpretation: only think of immediate benefits and choose the shortcuts) while few people choose to travel on the narrow road (today's interpretation: not to be tempted by immediate benefits and is willing to pursue eternal and valuable matter). The teaching is still applicable in today's society.

Step7: Teacher carries out "The Two Endings" activity with students. Through the experiences of the two characters, ask students to discuss what people should first consider when making choices.

- Teacher shows PowerPoint 2 (Which road to travel on?). Allow students to study the experiences of the two characters.
- Teacher asks students to form groups of four, hands out 'Worksheet 1 (The Two Endings)' to each group and asks students to discuss the questions on the worksheet:
 - What are the respective starting points when making choices according to Mother Teresa and the former senior official in the Legal Department?
 - Comment on the respective difficulties of taking the first step to make a choice in both cases.
 - What different endings do the different starting points lead to?

- Teacher points out:
 - Mother Teresa bore the risk of cholera infection and went to the village of refugees. She chose the narrow road;
 - The senior official of the Legal Department accepted the glove money which brought him a considerable income to solve his financial problem. He chose the wide and easy road.
- Teacher goes further to discuss with students:
 - If Mother Teresa only considered the immediate interests as a factor of making choices, what would be the differences on her choice and the result of the incident?
 - If the senior official of the Legal Department considered the possible outcome of the incident as a factor of making choices, what would be the differences on his choice and the result of the incident?
 - Will you follow most people who only consider immediate benefits or the possible results when you make a choice? Why?
- Teacher can visit the following website to show students an article and a video about Mother Teresa. Let students think deeply about decision-making.
 - <http://hk.geocities.com/yu215hk/1.html>

Step 8: Teacher summarises:

- Jesus reminded us in the first warning that people have to choose between eternal life and death, but only those who go through the narrow gate and travel on the narrow road can have eternal life.
- Jesus also pointed out that most people will choose to travel on the wide road while few people will choose the narrow road.
- The parable told us the people should first consider and evaluate the outcome of the incident before they make choices. They have to think about the eternal and valuable matters at the beginning. They should not be tempted by immediate benefitts and make the wrong choice.

Step 9: Teacher distributes Students' Reference: Material 1 (The Parable of the Narrow Gate) and wraps up the above activity.

Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
Why is it important for people to identify the favourable truths? How does the judgment affect life?	Collaboration skills, communication skills and critical thinking skills	Rationality, truth

Teaching Steps:**Step 1: Teacher points out:**

- Jesus told the Parable of a Tree and its Fruit which warned people to be alert against false teachings.

Step 2: Teacher carries out “Social trends” activity with students and allows students to discuss how the trends in modern society affect life and analyse if those are false teachings.

- Teacher and students discuss:
 - Slimming is very popular in recent years. What is the impact of the trend on the society? (Teacher can point out that most people in the society correlates beauty with a slim body figure. They judge others based on appearance and their body figure)
 - How does the slimming trend affect people? (teacher can lead students to think about people committing crime in order to pay the slimming company; some even suffer from anorexia and die due to slimming)
 - If people follow the trend, can they achieve happiness?
- Teacher can visit the following websites. Allow students to study real life examples and to understand that social trends cannot bring happiness to people and they can be regarded as false teachings.
 - Wenweipo “The girl who stole money for slimming, was sentenced to community service orders” (28-9-2006)
<http://paper.wenweipo.com/2006/09/28/HK0609280035.htm>
 - Xinhua net “A young girl broke her bones to increase height, however, it leads to change in shape of legs.” (17-8-2006)
http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/video/2006-08/17/content_4975013.htm

Step 3: Teacher points out:

- Now let us look at the reasons why Jesus reminded people to be alert to false teachings.
- Teacher asks students to read Matthew 7:15-20, allowing students to understand Jesus' second warning: the Parable of a Tree and its Fruit.

Step 4: Teacher discusses with students, allowing students to understand the contents of the parables:

- Who the prophets were? How did Jesus describe the false prophets?
- How to identify the false prophets according to Jesus?
- What would the destiny of the false prophets be? What would people's destiny be if they follow the teachings of the false prophets?
- In Jesus' times, what were the impacts of the false teachings on the people, the religion and society?

Step 5: Teacher shows PowerPoint3 (False Teachings) to wrap up the activity, allowing students to have a deeper understanding on the meanings and backgrounds of Jesus' parable.

Step 6: Teacher points out:

- Jesus emphasises that people should be alert to false teachings, otherwise they will take the road to death. Jesus, however, also emphasises that the false prophets are like the wolves in sheep's clothing. These wolves in sheep's clothing appear to be kind, but they will ruin people's life.
- Some social trends are false teachings, just like the wolves in sheep's clothing which appear to bring people happiness and a fruitful life. In fact, they nibble people's spiritual life. they cannot bring people happiness and may threaten people's lives.

Step 7: Teacher raises a question:

- In modern society, which trends and sayings can be considered as false teachings which bring no good to our lives?

Step 8: Teacher carries out "seeking false teachings" activity with students and allows students to (1) list the false teachings that today's society instills into the public, and (2) analyse what influences these teaching bring so as to consolidate students' understanding on Jesus' teachings and the meaning of the Parable of a Tree and its Fruit.

- Teacher posts the following “seeking false teachings” form on the blackboard:

	False teachings	Impact
Media	(leave some spaces for students to post the activity cards)	
Society	(leave some spaces for students to post the activity cards)	
Religion	(leave some spaces for students to post the activity cards)	

- Teacher refers to “Appendix 1” (Diverged Opinions) to make activity cards. Divide students into three groups and hand out one activity card to each group. Lead students to post the cards in the suitable places in the above form and analyse their impacts on people.
- Reference answers:

	False Teachings	Impact
Media	<i>Do you notice those stars' fashions? They are all branded. If you want to be as popular as them, you must dress in branded clothes and accessories.</i>	<i>Students are free to answer, e.g., encourage people to pursue branded products blindly, judge people from their appearance, promote vainglorious life, etc.</i>
Society	<i>This is a society of mammonism. Rich people are valuable while the poor have no value and are being despised.</i>	<i>Students are free to answer, e.g., encourage people to judge people in terms of their wealth, lead to stern and detached human relationship, make people arrogant, etc.</i>
Religion	<i>The last day is coming. You must stay away from the crowd, live in obscurity and do not contact with others. By doing so, you can escape from the calamity on the last day.</i>	<i>Students are free to answer, e.g., disconnect people from reality, escape reality, lead to pessimistic character, etc.</i>

Step 9: Teacher carries out “judging and identifying the false teachings” activity with students and allows students to master the skills to judge and identify false teachings.

- Teacher discusses with students:
 - Which sources of false teachings affect you the most, e.g. media, society or religion?
 - What are the principles to identify false teachings?
- Teacher shows PowerPoint 4 (The Principles of Judging and Identifying False Teachings), allowing students to learn how to identify false teachings effectively as well as to learn to be critical about the information presented by the media, so as to avoid being affected by the false teachings.

Step 10: Teacher distributes Students’ Reference: Material 2 (Being Alert to False Prophets) to wrap up the activity and allows students to have a deeper understanding on Jesus’ parables.

Step 11: Teacher summarises:

- Jesus reminded us to be alert to the false prophets in the second warning. We can judge and distinguish the true and false teachings by looking at the behaviour of the prophets. False prophets promote false teachings. They are like the poor trees that do not bear good fruit and they will eventually be cut down. They cannot enjoy eternal blessings.
- Through the Parable of the Tree and its Fruit, Jesus taught us that we must not believe in the false teachings. If people follow what the false prophets teach, they will be led to the road of death.
- Through the parable, we are reminded that we have to be alert to false teachings even though we live in the modern society. False teachings appear to be able to bring us happiness, but in fact they will nibble our spiritual life.
- To evaluate whether a teaching can bring people happiness, we should scan whether the advocates of the teaching seek fame and wealth or promote individual beliefs (but not truths). We also need to be critical about the information presented by the media to avoid being cheated by false teachings.

Activity Three

Enquiry Questions	Generic Skills	Values and Attitudes
How is one's life affected if one practises what he/she learns?	Collaboration skills, communication skills and critical thinking skills	Truth, rationality, respect for the rule of law

Teaching Steps :**Step 1: Teacher raises a question:**

- In reality, is it necessary for people to put good teachings into practice after they have learned about them?
- Through the third parable: the Parable of the Wise and the Foolish Builders, Jesus reminded people to put good teachings into practice after they have learned about them.

Step 2: Teacher asks students to read Matthew 7:21-29, allowing students to understand Jesus' third warning with reference of the Parable of the Wise and the Foolish Builders.

Ask students to think about the impact of not practising what one has learned on his/her life.

- Teacher raises a question: Why did Jesus ask people to put the good teachings into practice after they learn about them?
- Teacher shows PowerPoint 5 (The Background of the Parable of the Wise and the Foolish Builders), allowing students to understand the background and the meanings of the parable.
- Teacher discusses with students:
 - What did Jesus want to explain about the truths of the good teachings?
 - What are the impacts of knowing but not doing on one's life?
 - Is it easy to be consistent in what one learns and how one acts?
 - Is Jesus' teaching still applicable in today's society? Why?
- Teacher points out:
 - One's life will be secure and peaceful if a person puts the good teachings into practice after listening to them.
 - One's life will be harmed if a person refuses to practise the good teachings after listening to them. The person is shortsighted.

Step 3: Teacher shows PowerPoint 6 (Putting Good Teachings into Practice). By showing real life examples, allow students to understand the adverse consequences of learning but not practising. Thus, lead students to think about the importance of putting good teachings into practice.

Step 4: Teacher carries out “my plan for putting good teachings into practice” activity with students. Allow students to think about the ways to put good teachings into practice and draft a proposal based on the methods they learn, thus encouraging students to put Jesus’ teachings into practice.

- Teacher raise a question: How can we put all the good teachings we learnt into practice?
- Teacher shows PowerPoint7 (Ways to put Teachings into Practice), allowing students to know the methods of practising good teachings.
- Teacher distributes “Worksheet 2” (My proposal for putting good teachings into practice), allowing students to reflect on things that they have learned but have not yet practised doing it. Then, base on the methods they learned, ask students to provide concrete methods to put good teachings into practice.
- Teacher can invite two to three students to share the content of their proposal.

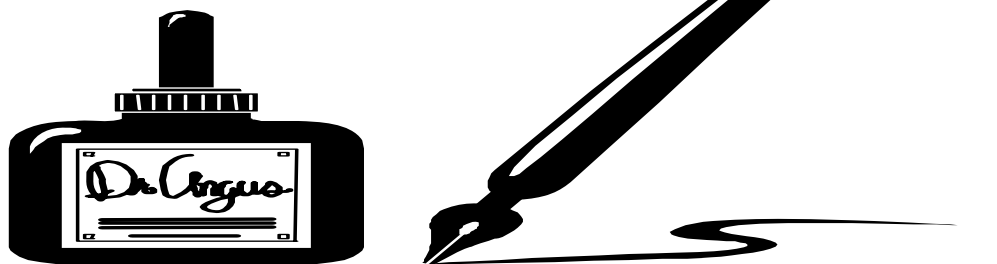
Step 5: Teacher summarises:

- Through the Parable of the Wise and the Foolish Builders, Jesus reminded people to put the good things they learn into practice because it helps them resist temptations and attack. If a wise man builds his house on the rock, the house will be strong enough to withstand wind and rain.
- People who refuse to practise good teachings find it difficult to resist temptations and attack. If a fool builds his house on the sand, the house will be frail and it must fall when rain pours and wind blows.
- Through the parable, we are reminded that some people do not practise the good things they learn. They are not behaving well.
- People should practise the good things they learn in a prudent way. They should also know how to make right choices.

Step 6: Teacher distributes Students’ Reference: Material 3 (Listening to and Following the Teachings) and wraps up the activity.

Extended Activities:

1. Teacher asks students to look for examples of people following good teachings from books, newspapers, magazines, websites or the following video etc. Ask students to examine the experience of these people and analyse the importance of practising good teachings along with its impacts on life.
 - 203.186.95.153/mediaeva/life-tme/angel_love_16.wmv
2. Teacher invites students to think about the following questions based on the information they gathered:
 - In the examples, what are the choices made by the characters?
 - Which road did the characters choose? The flat and wide road or the rough and narrow road?
 - What are the impacts on life when the characters put Abba's teaching into practice?
3. Teacher can invite students to do sharing in the next period.



Appendix 1: Diverged Opinions



The last day is coming. You must stay away from the crowds and live in obscurity. You should not contact others. All the above can help you escape.

Do you see those stars' fashion? They are all branded. If you want to be as popular as them, you must dress in branded clothes and accessories.

This is a society of mammonism. Rich people are valuable while the poor have no value and are being despised!

Material 1: The Three Warnings

Warning 1: Enter the Heaven through the narrow gate

- The gate to death is wide and easy to travel. There are many people going in.
- The gate to eternal life (the Heaven) is narrow and difficult to travel. There are few people who can find this gate.
- Jesus reminded people to make wise and important choice in life: between eternal life and death.
- If people want to have eternal life, they should travel on the narrow road.
Although one may encounter difficulties on the way of believing in God/ Lord, one should stand firmly with truths.
- When people make choices, they should first consider the result led by the choice, focusing on eternal and valuable matters. They should not be deceived by immediate benefits and make the wrong choice.

Warning 2: The poor trees must be cut down and burnt eventually

- Prophets were the people who gave up everything to serve God/Lord and the Church. They played an important role in warning people about the Final Judgment.
- Some people claimed themselves to be prophets to seek benefits and manifest oneself. They took away the followers' offerings, living an indolent life. They were known as the false prophets.
- Jesus described the false prophets as the wolves in sheep's clothing.
- Jesus taught the ways to distinguish between the true and false prophets:
 - Jesus reminded us to observe the behaviour of the prophets so that we can distinguish between the true and false teachings.
 - The false prophets who promoted false teachings were like poor trees that did not bear good fruit and must be cut down eventually. They could not have the eternal blessings to go to the Heaven during the Last Judgment.
- People, therefore, must choose teachings carefully and prudently. Only good teachings enable people to perform well. People practising good teachings will be like a tree with good fruit.

Warning 3: The ones who follow good teachings can enter the Heaven

- Jesus reminded us that only those who follow God/ Lord's words can enter the Heaven.
- For those who cried "My Master, My Master" or could perform miracles but did not follow God/Lord's order could not enter the Heaven.
- Jesus used house building as a metaphor to explain:

Wise house builder	Foolish house builder
<ul style="list-style-type: none"> • Building a house on the rock, owing to the solid foundation, even wind blows, rain pours and water washes, the house still stands firmly. • Following God/ Lord's teachings is like a wise man building a house with solid foundation. 	<ul style="list-style-type: none"> • Building a house on the sand, owing to the unstable foundation, when wind blows, rain pours and water washes, the house will collapse. • Listening to but not following God/Lord's teaching is like a fool building a house with unstable foundation.

References:

1. Written by William Barclay, translated by Rev. & Mrs. Benjamin Fong (1991) : 《Gospel of Matthew》 (Vol. 1, pp.130-138). Hong Kong Chinese Christian Literature Council.
2. Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 646—647). Englewood Cliffs, N.J.: Prentice Hall.

Worksheet 1: The Two Endings

Base on the contents of the PowerPoint, complete the table below.

	Mother Teresa	Former Legal senior official
What did they consider when they made a choice?		
Comment on the degree of difficulty of different considerations and state your reasons.		
The Ending		

Worksheet 2: My proposal for putting good teachings into practice

1. What are the teachings you have learned but have not yet practised?

2. Base on the methods of putting good teachings into practice, think about which methods can help you practise the above good teachings; and according to those methods, draft a proposal for putting good teachings into practice.

	Please ✓ the method(s) which can help you practise good teachings	Concrete Methods
1. To develop the belief and value system (e.g.: consider Christianity as the belief system, us well-know phrases and golden sayings to encourage yourself to practise the good teachings.)		
2. To establish the learning target		
3 To encourage the peers mutually		

4. To be aware of the environment and its impacts on individual		
5. To master the practical methods through experiences		
6. To stand firmly with the everlasting truths in the secular world		



Material 1: The Parable of the Narrow Gate

Biblical reference: Matthew 7:13-14

The surface meanings	The meanings of the parable
<ul style="list-style-type: none"> The gate to death is wide and easy to travel. There are many people going in; The gate to eternal life (the Heaven) is narrow and difficult to travel. There are few people who can find this gate. 	<ul style="list-style-type: none"> Jesus reminded people to make wise and important choice in life: between eternal life and death. If people want to have eternal life, they should travel on the narrow road. When people make choices, they should first consider the result led by the choice, focusing on eternal and valuable matters. They should not be deceived by immediate benefits and make the wrong choice.

References:

1. Written by William Barclay, translated by Rev. & Mrs. Benjamin Fong(1991) : 《Gospel of Matthew》 (Vol. 1, pp.130-138). Hong Kong Chinese Christian Literature Council.
2. Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 646-647). Englewood Cliffs, N.J.: Prentice Hall.



Material 2: Being alert to the false prophets

Biblical reference: Matthew 7:15-20

The surface meanings	The meanings of the parable
<ul style="list-style-type: none"> • Good trees bear good fruit. • Poor trees bearing poor fruit will be cut down and burnt eventually. 	<ul style="list-style-type: none"> • Jesus reminded us to observe the behaviour of the prophets so that we can distinguish between the true and false teachings. • The false prophets who promoted false teachings were like poor trees that did not bear good fruit and must be cut down eventually. They could not have the eternal blessings to go to the Heaven during the Last Judgment. • People, therefore, must choose teachings carefully and prudently. Only good teachings enable people to perform well. People practising good teachings will be like a tree with good fruit.



Material 3: Following Good Teachings

Biblical reference: Mathew 7:21-29

The surface meanings	The meanings of the parable
<ul style="list-style-type: none"> • A wise man builds his house on the rock which is stable. • A fool builds his house on the sand which is unstable. 	<ul style="list-style-type: none"> • Jesus reminded us that only those who follow God/ Lord's words can enter the Heaven. • Those who cried "My Master, My Master" or could perform miracles but did not follow God/Lord's order could not enter the Heaven. • Following God/ Lord's teachings is like a wise man building the house with solid foundation. These people can live a fruitful life because they behave well. • Listening to but not following God/Lord's teaching is like a fool building the house with unstable foundation. These people failed to follow God/Lord's teachings. It is difficult for them to live a fruitful life because they do not behave well.

References:

1. Written by William Barclay, translated by Rev. & Mrs. Benjamin Fong (1991): 《Gospel of Matthew》 (Vol. 1, pp.130-138). Hong Kong Chinese Christian Literature Council.
2. Viviano, Benedict T. (1990). The Gospel According to Matthew. In R. Brown & J. Fitzmyer, (Eds.). *New Jerome Biblical Commentary* (pp. 646-647). Englewood Cliffs, N.J.: Prentice Hall.