

NSS Ethics and Religious Studies Curriculum Support Materials

Religious Traditions Module 2: Christianity

- Jesus' Identity in the Eyes of the Jews
- Jesus in the Eyes of His Disciples
- Jesus' Understanding of Himself
- Development of Basic Christian Belief
- Love One Another

NSS Ethics and Religious Studies Curriculum Support Materials

3

Using the power of Beelzebub	3 - 20
Jesus being rejected at Nazareth	21 - 39
Jesus being taken as John the Baptist, Elijah and a prophet	40 - 68
Jesus as the teacher	69 - 86



Topic 7

Jesus' Identity in the Eyes of the Jews

Suggested teaching time: 4 Periods (1 hour per period)

Main Points:

1. Using the power of Beelzebub
2. Jesus being rejected at Nazareth
3. Jesus being regarded as the risen John the Baptist, Elijah, and a prophet
4. Jesus being regarded as a rabbi or a teacher

Interpretations:

Jesus came to the world as the Son of God; however, the mankind did not understand his identity and the purposes of his ministry.

When Jesus began his ministry by healing and exorcism, he was accused of using the power of Beelzebub to cast out unclean spirits.

Jesus recruited disciples, preached and performed many miracles. The folks in his hometown had already heard much about it. When Jesus went back to the synagogue of his hometown to teach, the townsmen were surprised by his superb talent and eloquence. However, they thought they knew Jesus well that Jesus was just the son of a carpenter. They were suspicious of Jesus' words and even made fun of his background since they thought that Jesus was neither highly educated nor had never followed any rabbi. Jesus' family background became an obstacle for him to preach in his hometown.

Besides, Herod and most Jews relied on personal experience, nationalism and the expectation of hearing God's voice so that they regarded Jesus as John the Baptist, Elijah and a prophet. Their misunderstandings of Jesus were only projections of their own wishes without scrupulous understanding the true identity of Jesus (The Son of God). All the above hindered them to understand Jesus precisely and deeply.

According to the Gospels, Jesus taught his disciples and other people to regard him as a rabbi or a teacher. However, the disciples' understanding of the definition of "teacher" was different from what Jesus meant. Jesus taught his disciples and other people to understand that only God and Christ should be regarded as a rabbi or teacher because He was the only one who gave people eternal life.

Period 1: Using the Power of Beelzebub

1. Biblical reference: Mark 3:20-22, 23-27

2. Objectives:

- To learn that the scribes considered Jesus to have inspired by the devil to cast out unclean spirit.
- To understand that Jesus chose to accomplish God's mission of preaching, healing and driving out evil spirit while being slandered by the scribes. What he did reminded us that we would be caught between the opposing good (God) and evil (Satan).
- To learn to be undaunted by public opinion and persist in accomplishing the good mission.



3. Teaching Strategies

Background Information	<ul style="list-style-type: none"> • Jesus worked hard to preach the teachings of God. He was regarded as a mad man by the people close to him, and was slandered by the scribes who considered Jesus to have relied on the devil to cast out unclean spirits. • Jesus drove away demons by the power of the Holy Spirit.
Issues for Exploration	<ul style="list-style-type: none"> • When one becomes a herald in society and persists in accomplishing a good mission, what kind of challenges may one encounter?
Enquiry Questions	<ul style="list-style-type: none"> • Why did the scribes slander Jesus and said he relied on Beelzebub driving out demons? • How did Jesus respond to the slander? • How to be undaunted by public opinion and persist in finishing the good mission in our daily life? How can we stand firm in choosing the good when faced with good and evil?

Learning Activities	<ul style="list-style-type: none"> Through the case of the Cows Home and that of Jesus, understand the challenges one might encounter when accomplishing good missions. Through group discussions, analyse the reasons why the scribes claimed that Jesus drove away demons with the power of Beelzebub. Through group discussions, find out the source of Jesus' power for driving away demons. By studying the story of Dr. Gao Yao-jie, understand that if one has a mission and becomes a herald in society, one must be very clear about the ground of his/her mission, so that one can be undaunted by public opinion and persist in accomplishing the good mission.
Key Concepts	<ul style="list-style-type: none"> The scribes To drive away demons by the power of Beelzebub Satan
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 to be undaunted by public opinion and persist in finishing the good mission in our daily life?
Extended Activities	<ul style="list-style-type: none"> Through the case of Dr. Gao Yao-jie, who exposed the AIDS incident in Henan Province, explore the importance of persisting in accomplishing our mission persevering the right values in face of social pressure.

Activity One

Enquiry Question	Generic Skills	Values and Attitudes
Why did the scribes slander Jesus and said he relied on Beelzebub driving away demons?	Communication skills, critical thinking skills, problem solving skills	Truth, open-mindedness, respect for different lifestyles, faiths and opinions

Teaching Steps:

Step 1. Teacher does warm-up exercise with students by asking them to think about the challenges one may encounter when one becomes a herald of society and persists to finish a good mission.

- Teacher and students visit the website of the Cows Home and search the press coverage of the issue. Teacher then leads students to discuss the values and challenges of maintaining an organisation like the Cows Home.

Website: <http://www.cowshomehk.org>

Step 2. Teacher raises the question:

- Jesus was opposed by the religious leaders in his times for preaching the teachings of God, healing the sick and driving away demons. Let us find out (1) how they perceived Jesus' work; (2) why they were against Jesus' healing miracles and his power over evil spirits.

Step 3. Teacher carries out "The scribes' comments on Jesus" activity with students, guiding students to analyse the reasons why the scribes considered Jesus to have relied on Beelzebub to drive away demons.

- Teacher asks students to form groups of four, distributes 'Worksheet 1' (Jesus was considered to have relied on Beelzebub to drive away demons) and guides students to discuss the questions on the worksheet:
 - Base on the scribes' comments on Jesus, ("He has Beelzebub in him! It is the chief of the demons who gives him the power to drive them away!") analyse: (1) did their accusation of Jesus intensify? (2) did their misunderstanding of Jesus deepen?

- ii. Do you think that the scribes purposely slandered Jesus with intensified criticism? If so, what was their purpose?
- iii. The scribes finally considered that “Jesus drove away demons with the power of Beelzebub”. What was reflected concerning their understanding of Jesus’ identity? Did they recognise his supernatural power on the one hand, yet slandered him on the other?
- After discussion, teacher invites students to present their ideas.

Step 4. Teacher goes further to discuss with students:

- Do you think that Jesus, as the Son of God, would feel insulted when he was slandered by the scribes?
- If you were Jesus, would you give up the preaching mission because of the insult?
- From what you know about Jesus, did Jesus withdraw from preaching because of the insults? If not, what factors enabled him to carry on?

Step 5. Teacher summarises:

- In Jesus’ times, exorcism was quite common. The scribes could have left Jesus alone, but they picked on him and accused Jesus of driving away demons with the power of Beelzebub. The reason was that Jesus’ works of preaching power over evil spirits were widely accepted by the people at that time. The scribes worried that his popularity might threaten their interest. Since Jesus’ power had stimulated the religious nerve at that time, he was rejected and maligned.
- Jesus knew very clearly that preaching was the mission given by God. Hence, Jesus would not abandon his mission even though he was rejected by the religious leaders such as the scribes.

Step 6. Teacher distributes ‘Students’ Reference: Material 1’ (The Scribes) and ‘Students’ Reference: Material 2’ (A Brief Explanation on Jesus being Considered to have relied on Beelzebub to Drive Away Demons), briefly explains it and wraps up the activity.

Activity Two

Enquiry Questions	Generic Skills	Values and Attitudes
How did Jesus respond to the slander? How to be undaunted by public opinion and persist in finishing the good mission in our daily life?	Communication skills, critical thinking skills, problem solving skills	Truth, perseverance

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

- Do you agree with the scribes' slander against Jesus?
- If you were a member of Jesus' "think tank", how would you respond to the scribes' slander?

Step 2. Teacher carries out "The source of Jesus' power in exorcism" activity with students, guiding students to find out Jesus' source of power for driving away demons.

- Teacher asks students to form groups of four, distributes 'Worksheet 2' (The source of Jesus' power in exorcism) and guides students to discuss the questions on the worksheet:
 - i. If Jesus drove away demons with the power of Beelzebub, would Satan's kingdom be benefited?
 - ii. If Jesus drove away demons with the power of Beelzebub, would his action cause internal conflicts and disunion in Satan's kingdom?
 - iii. Since the evil spirits aimed to bring suffering to human, why would Jesus rely on the power of Beelzebub to get rid of human suffering?
- After discussions, teacher invites students to present their ideas.

Step 3. Teacher goes further to discuss with students:

- According to the analysis on 'Worksheet 2', driving away demons involved supernatural power which could either be obtained from Satan or from God. In that case, whom should Jesus obtain his supernatural power from as a "mere human"?
- Why did Jesus persist in preaching and driving away demons despite the slander? Why did he give this authority to his disciples? Try this question by looking at the ground and power source of Jesus' mission.

Step 4. Teacher carries out “The ground for a herald’s mission” activity with students. Guide students to learn that if one has a mission and becomes a herald in society, one must have a clear understanding of the ground of his/her mission, so that he/she can persist in the mission despite the misunderstanding from others.

- Teacher asks students to form groups of four, distributes Appendix 1 “The misunderstanding and practice of Dr. Gao Yao-jie’s mission”. The students study this case and answer the questions on ‘Worksheet 3’ (The misunderstanding and practice of a mission):
 - i. How was Dr. Gao Yao-jie being misunderstood?
 - ii. Why did Dr. Gao Yao-jie persist in her mission even though she was being misunderstood? What was the ground of her persistence?
 - iii. How did she change others’ views towards her, and help people gradually understand her mission?

Step 5. Teacher summarises:

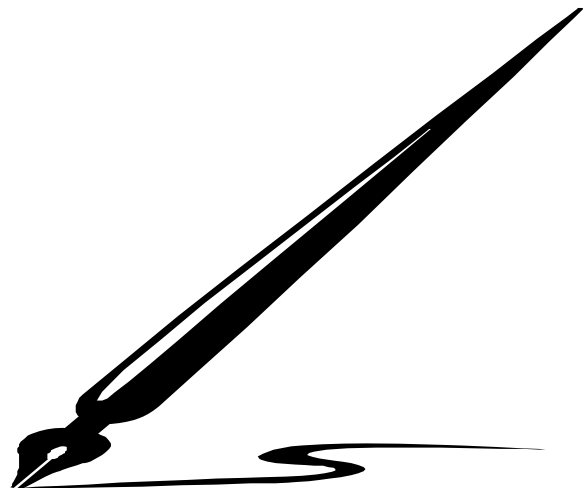
- Jesus was clear that his power came from God and he was well-supported by God. Hence, Jesus could persist in preaching, healing and driving away demons when facing the scribes’ slander. He was undaunted by others’ misunderstanding.
- The struggle between good and evil never ceases. Satan was strong, but Christ was even stronger. His strength did not come from his power in exorcism, but in his obedience towards the Father’s will. Jesus overcame sins and death, believing in the holy word of the Holy Spirit and being faithful.

Reference:

陳日君 (2005) : 《朝夕相隨—主日講道(乙年)》(頁 46-48) 。香港:公教報。

Extended Activities:

1. Teacher asks students to refer to newspapers, magazines or the following websites to find out the heralds in Hong Kong.
 - Yahoo News: Yu Yuk-may (Sunday Topic): Powerless but strong, the small guy who resists in honor - Yu Yuk-may
<http://hk.news.yahoo.com/071229/12/2m3w3.html>
 - Yahoo News: The only protestor left standing at the pier
<http://hk.news.yahoo.com/070801/12/2cr00.html>
 - Yahoo News: Kam cheered on, asking different parties to unite and fight for their rights
<http://hk.news.yahoo.com/070816/12/2dr9t.html>
2. Teacher asks students to think about the following questions with references to the information collected:
 - How did people misunderstand the heralds?
 - What were their convictions which enabled them to persevere despite others' misunderstanding?
 - Were their missions eventually accepted by others?
3. Teacher can invite students to do sharing in the following period.





Appendix 1: The misunderstanding and practice of Dr. Gao Yao-jie' mission

In early 1995, a lot of blood purchasing stations sponsored by the government appeared in Henan Province. The blood plasma was eventually sold to pharmaceutical industries. Many poor peasants sold their blood for money. Some stations even provided free rides for peasants who wanted to sell blood, indicating how popular the blood sale was then. At that time, about 500 ml of blood could be sold at 40-50 RMB. However, careless and incomplete sterilization of equipment led to the rapid spread of AIDS.

Gao Yao-jie was originally a famous obstetrician-gynecologist. In 1996, she began to concern about the prevention of AIDS and the situation of the AIDS patients.

In early 2000, due to the efforts of Gao Yao-jie and her colleagues, the tragedy in Henan was exposed: AIDS was spreading in Henan and other parts of China through blood sale.

In 2003, Gao Yaojie attacked the unscrupulous swindlers in an article entitled "Don't you feel shame swindling money out of AIDS patients?" and was sued. The plaintiff Li De-min accused Gao Yaojie of libeling. He claimed that the swindler mentioned in the article pointed to him even though his name was not revealed. By the end of 2003, Gao Yao-jie was acquitted by the court.

Gao Yao-jie's received many awards and recognition from international organisations for raising the general public's awareness of AIDS. In 2001, she was awarded the Jonathan Mann Award for Health and Human Rights. However, the Henan province refused to grant her a visa to go to New York for the award. In 2003, she was awarded the Ramon Magsaysay Award for Public Service by the Philippines government, but was again forbidden to travel around by receiving it.

In 2007, Gao Yao-jie went to Washington to accept the "Global Leadership Award, Women Changing Our World" presented by the Vital Voices Global Partnership. She told the press in Washington that many local officials were corrupt. All they cared about was to secure their position and they did not really want to solve the problems. That was why she ran into all kind of hindrances before she could go to the U.S. It was uncertain whether her work would be smooth when she went back to Henan.

References:

<http://www.mingpaosf.com/htm/News/20070315/sc3.htm>

<http://zh.wikipedia.org/>



Material 1: The scribes

The scribes were experts of the Mosaic Law. They were the first to tell people to worship in the synagogues. Some of them were members of the Sanhedrin. They recorded the oral law in words and faithfully passed down the Hebrew Scriptures to future generations.

The responsibilities of the scribes:

1. To preserve the Law:
 - The scribes specialised in studying and defending the Law, especially during the Greek domination when the priests were corrupt.
 - They strove to apply the Mosaic Law in their daily life, bringing up a lot of unwritten laws. They taught such laws and even claimed that these oral laws are more important than the written Law.
2. To teach the Law:
 - The scribes would recruit students and teach them the Law. They required the students to memorise every word and teach others accordingly.
 - The student who memorised the Law best would be rewarded as the best student. They studied the Law until forty and could become a rabbi afterwards (see Matthew 23:7). By then, they would have the right to teach the Law in public (see John 7:15).
3. To be a judge and a member of the Sanhedrin:
 - The scribes could serve as judges in the Sanhedrin and were given power to execute the Law.
 - They were also members of the Sanhedrin and highly respected by the elders (Acts 5:34-39). They had the power to legislate (Matthew 23:4), to execute (Acts 22:66) and to teach the Law (Matthew 23:2).

References:

1. 吳羅瑜 (2000), 《聖經新辭典下典》, (頁 554)。香港:天道書樓。
2. 思高聖經學會 (2004), 「經師」《聖經辭典》, 第 2079 條。香港:思高聖經學會。

Material 2: A brief Explanation on Jesus being considered to have relied on Beelzebub to drive away demons.

1. Background for the accusation against Jesus

- The scribes accused Jesus of having Beelzebub in him and driving demons away with the power of Beelzebub.
- In the New Testament, Satan was sometimes called the Devil, the chief of demons, Beelzebub and Belial (2 Corinthians 6:15).
- In the New Testament, Beelzebub was the chief of the demons. The Pharisees falsely accused Jesus of being possessed by it (Mt 10:25; Mk 3:22), and driving demons away with its power (Mt 12:24; Lk 11:15). Jesus defended himself by saying that it was not possible (Mt 12:25-28; Mk 3:24-27; Lk 11:18, 19). Beelzebub was Satan (Mk 3:24; Lk 11:18), the king of hell (Mt 12:26, 29). It had the power to do evil until it was completely defeated by Jesus (Mt 12:29; Lk 11:21, 22).
- Satan is the transliteration for a Hebrew term. It means the “adversary”, with the implication of being God’s adversary.
- Satan’s work against human beings: to tempt people to leave God and to oppose God; to deceive people with lies; to destroy the Word of God in people’s hearts; to cause people to lose faith in God.

2. Jesus’ explanation

- Jesus defended himself: It was natural to drive away demons by using a greater power to drive away the smaller power.
- Jesus gave evidence that he had not allied with the chief of the demons:
 - a. The chief of the demons could not give Jesus power to drive away demons because its own kingdom would collapse.
 - b. Only a power greater than that of the chief of the demons could drive away demons.
- Jesus clearly explained that the demons’ power was destroyed by him, who was greater and more powerful than the demons. His power could overcome the demons’ power completely. It was the power of the Holy Spirit.
- Jesus indirectly stated that he drove away demons with the power of the Holy Spirit.
- Jesus thought that life was a struggle, a struggle between the opposing powers of God (good) and Satan (evil). Therefore, Jesus would always try to oppose sins, and give authority to his disciples to heal the sick and drive away demons.
- Jesus also considered healing the sick ones was a way to defeat Satan. At the same time, he also wanted to heal both the body and the spirit of human beings.

References:

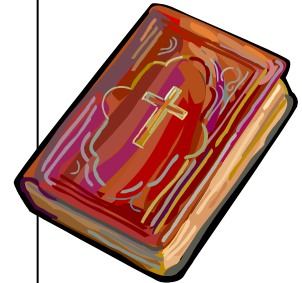
1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp. 70-74.
2. 羅慶才、黃錫木 (2006): 《聖經通識手冊》，2 版，(頁 400-401)。香港:基道。
3. 思高聖經學會 (2004)，「貝耳則步」《聖經辭典》，第 234 條。香港:思高聖經學會。

Worksheet 1: Jesus was considered to have driven away the demons with the power of Beelzebub

Read the following information about the scribes carefully and answer the questions.

Who the scribes were?

- They specialised in the study of the Jewish laws and they were highly educated.
- They are responsible for teaching the laws, managing the schools of the scribes and serving as judges in the courts.
- Their profession was highly regarded by the people.
- They knew how to read and write and they enjoyed high social status.



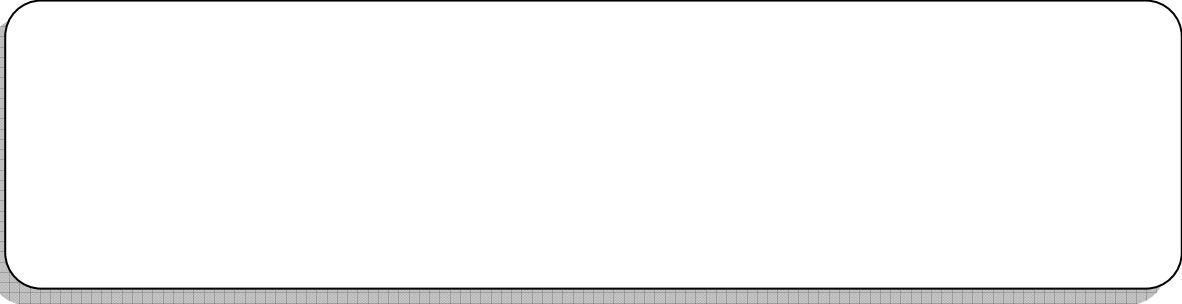
1. Study the scribes' comments on Jesus, ("He has Beelzebub in him! It is the chief of the demons who gives him the power to drive them away!") and answer the following questions:

1. Did their criticism towards Jesus intensify?

2. Did their misunderstanding of Jesus deepen?

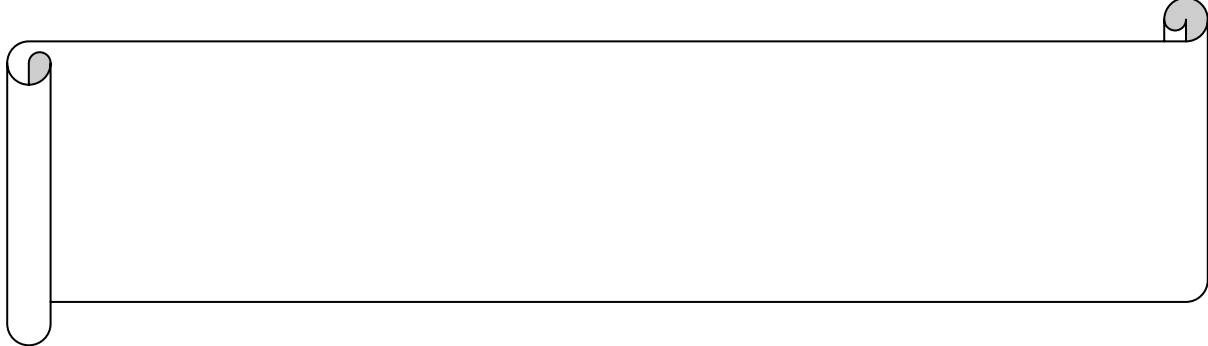
2. Do you think that the scribes purposely slandered Jesus with intensified criticism? If so, what was their purpose?

3. The scribes finally considered that “Jesus drove away demons with the power of Beelzebub”. What was reflected concerning their understanding of Jesus’ identity? Did they recognise his supernatural power on the one hand, yet slandered him on the other?




Worksheet 2: The source of Jesus' power in exorcism

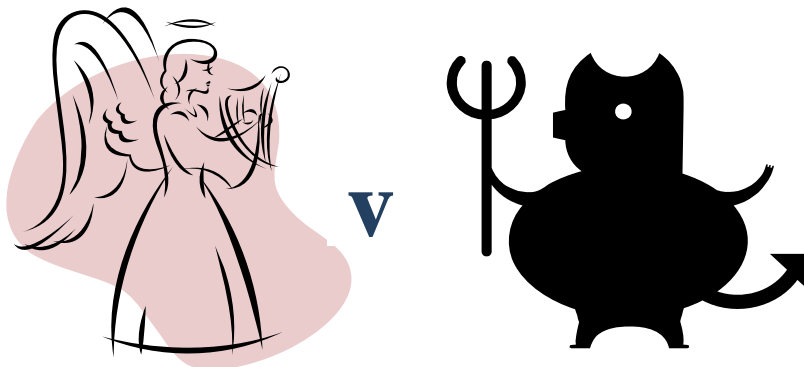
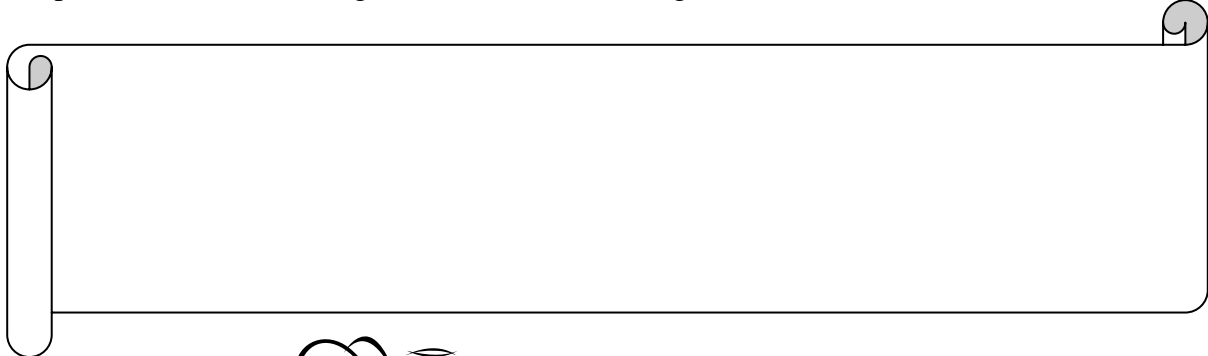
1. If Jesus drove away demons with the power of Beelzebub, would Satan's kingdom be benefited?



2. If Jesus drove away demons with the power of Beelzebub, would his action cause internal conflicts and disunion in Satan's kingdom?



3. Since the evil spirits aim to bring suffering to human beings, why would Jesus use the power of Beelzebub to get rid of human suffering?



Worksheet 3 – The misunderstanding and practice of a mission

Base on 'Appendix 1' (The misunderstanding and practice of Dr. Gao Yao-jie's mission), answer the following questions:

1. How was Dr. Gao Yao-jie misunderstood?



2. Why did Dr. Gao Yao-jie persevere even though she was misunderstood? What was her ground?



3. How did she change others' views towards her and help people to understand her mission gradually?





Material 1: The scribes

The scribes were experts of the Mosaic Law. They were the first to tell people to worship in the synagogues. Some of them were members of the Sanhedrin. They recorded the oral law in words and faithfully passed down the Hebrew Scriptures to future generations.

The responsibilities of the scribes:

1. To preserve the Law:
 - The scribes specialised in studying and defending the Law, especially during the Greek domination when the priests were corrupt.
 - They strove to apply the Mosaic Law in their daily life, bringing up a lot of unwritten laws. They taught such laws and even claimed that these oral laws are more important than the written Law.
2. To teach the Law:
 - The scribes would recruit students and teach them the Law. They required the students to memorise every word and teach others accordingly.
 - The student who memorised the Law best would be rewarded as the best student. They studied the Law until forty and could become a rabbi afterwards (see Matthew 23:7). By then, they would have the right to teach the Law in public (see John 7:15).
3. To be a judge and a member of the Sanhedrin:
 - The scribes could serve as judges in the Sanhedrin and were given power to execute the Law.
 - They were also members of the Sanhedrin and highly respected by the elders (Acts 5:34-39). They had the power to legislate (Matthew 23:4), to execute (Acts 22:66) and to teach the Law (Matthew 23:2).

References:

1. 吳羅瑜 (2000), 《聖經新辭典下典》頁 554。香港：天道書樓。
2. 思高聖經學會 (2004), 「經師」《聖經辭典》, 第 2079 條。香港：思高聖經學會。



Material 2: A brief Explanation on Jesus being considered to have relied on Beelzebub to drive away demons.

1. Background for the accusation against Jesus

- The scribes accused Jesus of having Beelzebub in him and driving demons away with the power of Beelzebub.
- In the New Testament, Satan was sometimes called the Devil, the chief of demons, Beelzebub and Belial (2 Corinthians 6:15).
- In the New Testament, Beelzebub was the chief of the demons. The Pharisees falsely accused Jesus of being possessed by it (Mt 10:25; Mk 3:22), and driving demons away with its power (Mt 12:24; Lk 11:15). Jesus defended himself by saying that it was not possible (Mt 12:25-28; Mk 3:24-27; Lk 11:18, 19). Beelzebub was Satan (Mk 3:24; Lk 11:18), the king of hell (Mt 12:26, 29). It had the power to do evil until it was completely defeated by Jesus (Mt 12:29; Lk 11:21, 22).
- Satan is the transliteration for a Hebrew term. It means the “adversary”, with the implication of being God’s adversary.
- Satan’s work against human beings: to tempt people to leave God and to oppose God; to deceive people with lies; to destroy the Word of God in people’s hearts; to cause people to lose faith in God.

2. Jesus’ explanation

- Jesus defended himself: It was natural to driving away demons by using a greater power to drive away the smaller power.
- Jesus gave evidence that he had not allied with the chief of the demons:
 - a. The chief of the demons could not give Jesus power to drive away demons because its own kingdom would collapse.
 - b. Only a power greater than that of the chief of the demons could drive away demons.
- Jesus clearly explained that the demons’ power was destroyed by him, who was greater and more powerful than the demons. His power could overcome the demons’ power completely. It was the power of the Holy Spirit.
- Jesus indirectly stated that he drove away demons with the power of the Holy Spirit.
- Jesus thought that life was a struggle, a struggle between the opposing powers of God (good) and Satan (evil). Therefore, Jesus would always try to oppose sins, and give authority to his disciples to heal the sick and drive away demons.
- Jesus also considered healing the sick ones was a way to defeat Satan. At the same time, he also wanted to heal both the body and the spirit of human beings.

References:

1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp. 70-74.
2. 羅慶才、黃錫木 (2006) :《聖經通識手冊》，2 版，(頁 400-401)。香港：基道。
3. 思高聖經學會 (2004) ，「貝耳則步」《聖經辭典》，第 234 條。香港：思高聖經學會。

Period 2: Jesus being rejected at Nazareth

1. Biblical reference: Mark 6:1-4

2. Objectives:

- To learn that Jesus was rejected by people in his hometown Nazareth.
- To understand that Jesus was not respected in his hometown because people judged him according to his family background and failed to recognise his power and authority.
- To understand that a person's family background may lead to prejudice, thus impede us from recognising a person's ability.



3. Teaching Strategies

Background Information	<ul style="list-style-type: none"> • Jesus was rejected by people in his hometown Nazareth. • Jesus was not respected in his hometown because people judged him according to his family background and failed to recognise his power and authority. • The circumstances at that time did not allow Jesus to continue his ministry. As a result, Jesus was not able to stay in Nazareth to perform miracles.
Issues for Explorations	<ul style="list-style-type: none"> • What prejudice impedes us from recognising a person's ability?
Enquiry Questions	<ul style="list-style-type: none"> • What prejudice hindered the people at Jesus' hometown from recognising Jesus' power? • What did Jesus' fellow townsmen know about him so that they failed to recognise his power and authority? • What prejudice impedes us from recognising a person's ability and value in today's society?
Learning Activities	<ul style="list-style-type: none"> • Through the PowerPoint, consider what prejudice would impede us from recognising a person's ability. Explore the two very different kinds of treatment that Jesus received in other places and in his hometown, so as to understand how Jesus was treated by his fellow townsmen.

	<ul style="list-style-type: none"> Through group discussions, explore why Jesus' fellow townsmen fail to recognise his identity. Through case analysis, explore the prejudice among people in Hong Kong and how the prejudice affects the development of the society.
Key Concepts	<ul style="list-style-type: none"> Nazareth Carpenter
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"> Are people more able to express themselves in a society without discrimination and prejudice? In such a society, can social development be sustained?
Extended Activities	<ul style="list-style-type: none"> To look for organisations or religious groups which offer help to people being discriminated. Understand their objectives, plans, beneficiaries, effectiveness and impacts on society development.

Activity One

Enquiry Question	Generic Skills	Values and Attitudes
What prejudice hindered the people at Jesus' hometown from recognising Jesus' power?	Self-management skills, problem solving skills, communication skills	Individual uniqueness, respect for others

Teaching Steps:

Step 1. Teacher does warm-up exercise with students by guiding students to consider what prejudice would impede us from recognising a person's ability.

- Teacher shows 'PowerPoint 1' (His/her Birth) and asks students:
 - i. With reference to the family background of the characters in the PowerPoint, deduce their achievement in society. Would it be high or low?
 - ii. Suggest reasons why a person's family background is related to one's achievement. Is one's background also related to his/her opportunity of learning and social network etc.?
- Teacher reveals the achievements of each person in the PowerPoint and guides students to discuss:
 - i. Are you surprised by the achievement of each person in the PowerPoint?
 - ii. Do you think family background is a source of prejudice which impedes us from recognising a person's ability?

Step 2. Teacher points out:

- Family background was one of the reasons why Jesus' ministry was not highly regarded in his hometown. Let us look at how Jesus' fellow townsmen thought about him.

Step 3. Teacher carries out the "Different Treatments" activity with students, allowing students to understand how Jesus' fellow townsmen thought about him through studying the contrast between the treatments Jesus received in other places and his hometown.

- Teacher asks students to form groups of four and read Mark 1:21-22 and Mark 6:1-4.
- Teacher distributes 'Worksheet 1' (Different Treatments) and asks students to analyse the questions on the worksheet:

- i. When Jesus came out of the synagogue, (1) how did the people in Nazareth and other places react respectively? (2) What did the people say about Jesus respectively?
 - ii. Were the reactions and comments from the two groups different? (Please rate within 1 to 5; 5 indicates a huge difference and 1 indicates a small difference)
 - iii. Why was there such a huge difference between the reactions of the two groups? What were the factors leading to such difference?
- After discussion, teacher invites students to present their ideas.

Step 4. Teacher summarises:

- Jesus returned to Nazareth and faced a severe test in life. Nazareth was Jesus' home town. People criticising him the most were the ones who knew him since he was small. Nobody had ever commented on him like that. Jesus did not return just to visit his fellow townsmen, he was returning with a group of disciples to teach as a rabbi.
- Jesus recruited disciples, preached and performed many miracles. His fellow townsmen had already heard about it. They felt jealous because they thought Jesus had neglected his hometown. Yet, when Jesus went back to teach in the synagogue, the people of Nazareth could not help but were amazed by his knowledge and articulation. However, they were biased against Jesus because of his low social status and his family background. Jesus was neither highly educated nor taught by any rabbis. He was the son of a carpenter. A carpenter had a low social status because his career led to nowhere. Hence, people in Nazareth refused to believe in Jesus' words and even repulsed Jesus. They used his family background as an excuse to disapprove him. Jesus' family background became an obstacle for him to preach in Nazareth.

Activity Two

Enquiry Question	Generic Skills	Values and Attitudes
What did people in Nazareth know about Jesus so that they failed to recognise his power and authority?	Problem solving skills, communication skills	Respect for others, open-mindedness

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

- What did people in Nazareth know about Jesus so that they failed to recognise his power and authority?

Step 2. Teacher carries out the “Hometown Identity Card” activity with students, guiding students to understand how Jesus’ identity impeded the people in Nazareth from recognizing Jesus’ power and authority.

- Teacher asks students to form groups of four and hands out ‘Worksheet 2’ (The identity card given to Jesus by his fellow townsmen). According to the identity card given to Jesus by his fellow townsmen, ask students to find out how the people thought about Jesus.
- Teacher discusses the questions on the worksheet with students:
 - Why did people in Nazareth emphasise Jesus’ identity as a carpenter?
 - Why did people in Nazareth say that Jesus was the son of Mary rather than the son of Joseph? In the patriarchal Jewish society, what was the intention of the people in Nazareth by describing Jesus in this way?
 - Why did people in Nazareth mention Jesus’ brothers and sisters?
 - Base on the above analyses, what was the people’s perception of Jesus’ identity and ability?
 - What did Jesus eventually do in face of being disdained by the people in his hometown? Do you think it was a pity for Jesus to be rejected by the people of his hometown?
- After discussion, teacher invites students to present their ideas.

Step 3. Teacher summarises:

- Jesus’ profession was a carpenter, meaning that he was a well-trained worker. The people in his hometown looked down on Jesus because he was a carpenter which belonged to the labour class. They considered Jesus an ordinary person with no special background.

- The people in Nazareth judged a person by his/her appearance and the status he/she was born with, rather than by his ability and personality.
- The situation at that time did not allow Jesus to continue his ministry in Nazareth. As a result, Jesus was not able to stay there to perform miracles.
- The phrase “he did not perform many miracles there” does not mean that Jesus’ power in performing miracles was limited. It means: since the people in Nazareth did not have faith and did not believe in Jesus, they did not deserve the grace of miracles (Matthew 13:58).

Step 4. Teacher distributes ‘Students’ Reference: Material 1’ (Jesus being rejected in his hometown Nazareth), briefly explains it and wraps up the activity.

Activity Three

Enquiry Question	Generic Skills	Values and Attitudes
What prejudice impedes us from recognising a person's ability and value in today's society?	Problem solving skills, communication skills	Equal opportunities, respect for different lifestyles, religions and opinions

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

- People in Nazareth looked down on Jesus because of his family background. Jesus was not allowed to conduct his ministry in his hometown.

Step 2. Teacher raises the question:

- What are the common prejudices in Hong Kong that impede people from recognising a person's ability and value?

Step 3. Teacher carries out the “Prejudice hinders development of personal ability?” activity with students, guiding students to explore the prejudices found in Hong Kong and how they affect the development of the society.

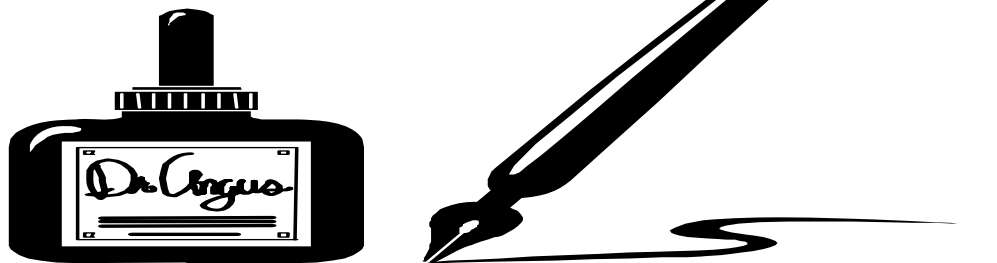
- Teacher shows the movie “The Bicycle Kid”, asks students to examine the life of Wong Kam Bo and discusses with students:
 - What was Wong Kam Bo's family background? In general, what kind of prejudice do people with such background suffer from?
 - Would prejudice in society impede people from showing their talents?
 - When Wong Kam Bo's talents were not recognised or expressed, how would the development of the society be affected?
- Teacher distributes ‘Appendix 1’ (The Anti-discrimination Legislation of Hong Kong) and discusses with students:
 - Despite the prejudice against Wong Kam Bo's family background, are there other common prejudices in Hong Kong?
 - Base on ‘Appendix 1’, is the protection provided by “The Anti-discrimination Legislation of Hong Kong” good enough? If not, what anti-discrimination legislation would you propose in Hong Kong?
 - Is anti-discrimination legislation important for the sustainable development and the harmony of society?

Step 4. Teacher summarises:

- Despite the anti-discrimination legislation in Hong Kong, prejudice still exists. People usually discriminate others regarding the person's family background, neighborhood, profession, gender and so on.
- Discrimination not only hinders the victim from showing his/her talents and exploring one's potentials, it also affects the long-term development of the society.
- If we can respect others, people with different backgrounds can find their place in society. Both the people and society development will be benefited.

Extended Activities:

1. Teacher asks students to refer to newspapers, magazines and websites, so as to look for organisations or religious groups which offer help to people being discriminated in society. Take a look at their:
 - Objectives;
 - Plans;
 - Beneficiaries;
 - Effectiveness;
 - Impacts on society development.
2. Teacher can invite students to do sharing in the following period.



Appendix 1: The Anti-discrimination Legislation of Hong Kong



What are equal opportunities? Why are equal opportunities important?

Equal Opportunities mean that for every citizen, regardless of his background and physical characteristics, should not receive unfair or less favorable treatment. The idea behind is to emphasise the value judgment that every person is born equal. Every person should be treated fairly in society and not be discriminated against. An environment where everybody enjoys equal rights and receives fair treatment not only promotes personal development, but also facilitates the progress of society as a whole.

The spirit of equal opportunities is to use human resources effectively. This promotes the strengthening of human capital, helps the sustained development of society, and therefore is equally important for personal rights and society development. Generally speaking, society has to educate her citizens through legislation and ensures her citizens of equal rights in every aspect. Otherwise, the mere proclamation of equal opportunities is futile.

Have the laws of Hong Kong stipulated protection of equal opportunities for her citizens?

Article 2 of both the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights stipulate that nobody can be discriminated against based on their race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

In terms of legislation, some Legislative Council members have proposed a comprehensive Draft for Equal Opportunities Ordinances as early as 1994. While the draft was under deliberation, the British Hong Kong Government decided to pass laws that only protect against sex discrimination and disability discrimination. In 1995, the Sex Discrimination Ordinance (Chapter 480, Laws of Hong Kong) and Disability Discrimination Ordinance (Chapter 487, Laws of Hong Kong) were passed. Later in July of 1995, some Legislative Council members proposed Draft for Equal Opportunities (family responsibility, sexual orientation and age) Ordinance, but it was vetoed. Later, the Legislative Council members again lobbied the government, and finally in 1997 the Draft for Family Status Discrimination Ordinance was proposed and the Family Status Discrimination Ordinance (Chapter 527, Laws of Hong Kong) was passed in June the same year.

In 1996, the Legislative Council formulated the Sex and Disability Discrimination (Miscellaneous Provisions) Ordinance which has amended the original ordinance in principle. The amendments include expanding the scope of anti-discrimination from direct discrimination to indirect discrimination, repealing the many exemption items, repealing the upper limit of compensation, and giving the court authority to order the reinstatement of

positions upon the victim's request. Besides, in 1995 and 1997, different Legislative Council members have proposed Draft for Equal Opportunities (race) Ordinance. The government has consulted the public on that, but it was eventually vetoed.

What is discrimination?

There are two kinds of discrimination: direct discrimination and indirect discrimination. Direct discrimination occurs when a person is treated less favorably than another person of the opposite sex, with a different marital status, or who is not pregnant. For example, if you are rejected for a job because the employer wants to hire a person of another sex. If you are single and pregnant and the employer says that maternity benefits are only for those who are legally married. Pregnancy discrimination can occur if you are terminated at the end of your maternity leave.

Indirect discrimination occurs when a condition or requirement, which is not justifiable, is applied to everyone but in practice adversely affects persons of a particular sex or marital status, or those who are pregnant. For example, if your employer penalises you for not working overtime because you are not able to do so as you are pregnant. If your employer cannot prove that the overtime requirement is justified, then it can be indirect discrimination.

What is Equal Opportunities Commission?

Equal Opportunities Commission was established in May, 1996. It is responsible for implementing the Sex Discrimination Ordinance, the Disability Discrimination Ordinance and the Family Status Discrimination Ordinance in Hong Kong. Before the establishment of the Equal Opportunities Commission, there is no statutory body in Hong Kong to handle the problems of unfairness in society.

Equal Opportunities Commission is the only government organisation that handles discrimination complaints. Yet, not all discrimination complaints will be handled. It is only limited to the three areas of sex discrimination, disability discrimination and family status discrimination. Besides, Equal Opportunities Commission also performs investigative research for other discrimination issues (such as age, race, sexual orientation and so on), and fights for legislation against discrimination in all areas.

Sex Discrimination Ordinance

Under this law, discrimination on the basis of sex, marital status and pregnancy, and sexual harassment are made unlawful. These protections are in seven different fields. The law applies to both males and females. The Sex Discrimination Ordinance protects citizens in the areas of employment, education, provision of goods, facilities or services, disposal or management of premises, eligibility to vote for and to be elected or appointed to advisory

bodies, and participation in clubs, activities of Government. The SDO applies to all employers in Hong Kong except where their employees work wholly or mainly outside Hong Kong.

Disability Discrimination Ordinance

The Disability Discrimination Ordinance is a law that has been enacted to protect people with a disability against discrimination, harassment and vilification on the ground of their disability. Under the DDO, a disability means total or partial loss of a person's bodily or mental functions, total or partial loss of a part of the body, the presence of organisms causing disease or illness (such as HIV), the malfunction, malformation or disfigurement of a part of the person's body, or a disorder, illness or disease that affects a person's perception of reality, emotions or judgment or that results in disturbed behaviour, and learning difficulties. A disability includes not only a disability which presently exists, but also a disability which previously existed but no longer exists, which may exist in the future or which is imputed to a person.

Family Status Discrimination Ordinance

This ordinance makes unlawful for anyone or any organisation to discriminate against a person, male or female, on the basis of family status. The FSDO applies to seven different areas, including employment, education, provision of goods, facilities or services, disposal or management of premises, eligibility to vote for and to be elected or appointed to advisory bodies, and participation in clubs, activities of Government.

Material 1: Jesus being rejected in his hometown Nazareth

1. The background:

- Jesus returned to Nazareth and faced a severe test in life. Nazareth was Jesus' home town. People criticising him the most were the ones who knew him since he was small. Nobody had ever commented on him like that. Jesus did not return just to visit his fellow townsmen, he was returning with a group of disciples to teach as a rabbi.

2. The comments Jesus received at Nazareth:

- “Where did he get all these? What wisdom is this that has been given to him? How does he perform miracles? ”
 - i. He first went to the synagogue to teach. Yet, what he got in return was derisive disdain but not amazement at his power. “They gave him hard time everywhere”, they ridiculed Jesus, and they used his family background as an excuse to disapprove him.
- “Isn't he the carpenter?”
 - i. Jesus' profession was a carpenter, meaning that he was a well-trained worker. The people in Nazareth looked down on Jesus at that time because he was a carpenter, which belonged to the labour class. They considered Jesus an ordinary person with no special background.
- “Isn't he the son of Mary, and the brother of James, Joseph, Judas, and Simon? Aren't his sisters living here?”
 - i. Such identification for a person was rare. Generally, people would say “X is the son of Y (father's name)”. There might be a few reasons for such description:
 - Alluding to Jesus' birth out of wedlock;
 - Joseph was already dead and Mary was a widow;
 - This is an informal description to identify Jesus through his well-known mother.

3. Result :

- As a result, Jesus was not able to stay in Nazareth to perform miracles.

4. Summary:

- Jesus' fellow townsmen in Nazareth despised him and failed to recognise his greatness because they knew Jesus' family background.
- The people in Nazareth judged Jesus by his family background. They did not appreciate his teachings and power, such that he was not able to conduct ministry in his hometown.
- We must tolerate others in order to appreciate the great things God has done to people.

References:

1. Barclay, William (1954). The Gospel of Mark. Edinburgh: The Saint Andrew Press. pp. 137-141.
2. 聖經閱讀〈馬可福音〉(見注釋),
<http://a2z.fhl.net/php/read.php?chinesees=%E5%8F%AF&chap=6>
3. 思高聖經學會 (2005):《思高聖經原著譯釋版系列:福音》(頁 335-336)。香港:思高聖經學會。
4. 吳智勳 (2002):《和平綸音》,乙年,(頁 144-147)。香港:思維出版社。

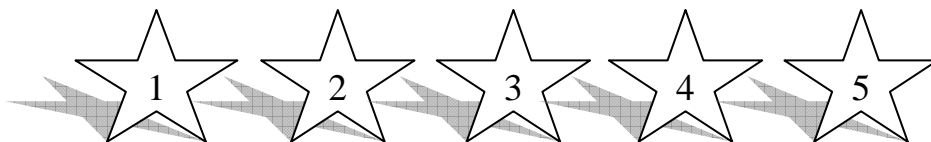
Worksheet 1: Different Treatments

Read Mark 1:21-22 and Mark 6:1-4 and answer the following questions:

1. When Jesus came out of the synagogue, (1) how did the people in Nazareth and other places react respectively? (2) What were their comments on Jesus respectively? Complete the following table with reference to the Scriptures:

	People in other places	People in Nazareth
Reaction to Jesus' teaching in the synagogue?		
Comments on Jesus' work?		

2. Were the reactions and comments from the two groups different? (Please rate within 1 to 5; 5 indicates a huge difference and 1 indicates a small difference)



3. Why was there such a huge difference between the reactions of the two groups? What were the factors leading to such difference?

Worksheet 2: The identity card given to Jesus by the people of Nazareth

With reference to Mark 6:1-4 and the following identity card given to Jesus by the people of Nazareth, answer the questions and analyse how Jesus was commented by the people of his hometown.

The identity card given to Jesus by the people of Nazareth		
personal data	Name:	Jesus
	Profession:	Isn't he the carpenter?
	Talents:	Where did he get all this? How does he perform miracles?
	Wisdom:	What wisdom has been given him?
family background	Name of father:	(Not mentioned)
	Profession of father:	(Not mentioned)
	Name of mother:	Isn't he the son of Mary?
	Names of brothers and sisters:	Isn't he the brother of James, Joseph, Judas, and Simon? Aren't his sisters living here?

1. Why did Jesus' fellow townsmen emphasise Jesus' identity as a carpenter?

2. Why did Jesus' fellow townsmen say that Jesus was the son of Mary rather than the son of Joseph? In the patriarchal Jewish society, what was the intention of the people in Nazareth by describing Jesus in such a way?

3. Why did Jesus' fellow townsmen mention Jesus' brothers and sisters?

4. Base on the above analyses, what was the people's perception of Jesus' identity and ability?

5. What did Jesus eventually do in face of being disdained by the people in his hometown?
Do you think it was a pity for Jesus to be rejected by the people of his hometown?

-



Material 1: Jesus being rejected in his hometown Nazareth

1. The background:

- Jesus returned to Nazareth and faced a severe test in life. Nazareth was Jesus' home town. People criticising him the most were the ones who knew him since he was small. Nobody had ever commented on him like that. Jesus did not return just to visit his fellow townsmen, he was returning with a group of disciples to teach as a rabbi.

2. The comments Jesus received at Nazareth:

- “Where did he get all these? What wisdom is this that has been given to him? How does he perform miracles?”
 - i. He first went to the synagogue to teach. Yet, what he got in return was derisive disdain but not amazement at his power. “They gave him hard time everywhere”, they ridiculed Jesus, and they used his family background as an excuse to disapprove him.
- “Isn't he the carpenter?”
 - i. Jesus' profession was a carpenter, meaning that he was a well-trained worker. The people in Nazareth looked down on Jesus at that time because he was a carpenter, which belonged to the labour class. They considered Jesus an ordinary person with no special background.
- “Isn't he the son of Mary, and the brother of James, Joseph, Judas, and Simon? Aren't his sisters living here?”
 - i. Such identification for a person was rare. Generally, people would say “X is the son of Y (father's name)”. There might be a few reasons for such description:
 - Alluding to Jesus' birth out of wedlock;
 - Joseph was already dead and Mary was a widow;
 - This is an informal description to identify Jesus through his well-known mother.

3. Result :

- As a result, Jesus was not able to stay in Nazareth to perform miracles.

4. Summary:

- Jesus' fellow townsmen in Nazareth despised him and failed to recognise his greatness because they knew Jesus' family background.
- The people in Nazareth judged Jesus by his family background. They did not appreciate his teachings and power, such that he was not able to conduct ministry in his hometown.
- We must tolerate others in order to appreciate the great things God has done to people.

References:

1. 巴克萊 (1991):《馬可福音注釋》(165-169 頁)。香港:基督教文藝。
2. 聖經閱讀〈馬可福音〉(見注釋),
<http://a2z.fhl.net/php/read.php?chineses=%E5%8F%AF&chap=6>
3. 思高聖經學會 (2005):《思高聖經原著譯釋版系列:福音》(頁 335-336)。香港:思高聖經學會。
4. 吳智勳 (2002):《和平綸音》,乙年,(頁 144-147)。香港:思維出版社。

Period 3: Jesus being taken as John the Baptist, Elijah and a prophet

1. Biblical reference: Mark 6:14-16

2. Objectives:

- To recognise that Jesus was taken as John the Baptist, Elijah and a prophet.
- To understand Jesus' role according to the following three standards: (1) Herod with his guilt; (2) The Jews with their racism; and (3) Those longed for hearing the voice of God.
- To understand the greatest difference between Jesus and John the Baptist, Elijah and prophets is that Jesus died on the cross for human's sin, resurrected on the third day and ascended to Heaven, revealing his special role as the Son of God.



3. Teaching Strategies

Background Information	<ul style="list-style-type: none"> • Herod's response when he heard of Jesus was: "John the Baptist has risen from the dead." • Some Jews recognised Jesus as the returning Elijah who was the forerunner of the Messiah. • Some Jews that recognised Jesus as a prophet who brought the voice of God to the earth, revealing the truth from God.
Issues for Explorations	<ul style="list-style-type: none"> • What standard should we use to judge the role of a person?
Enquiry Questions	<ul style="list-style-type: none"> • Jesus was taken as John the Baptist, Elijah and a prophet. Who were these three people? How was Jesus' work similar to theirs? • How did Herod interpret the role of Jesus? What standard did he use in understanding the role of Jesus? • How did the people other than Jesus' disciples take the role of Jesus? What standard did they use in understanding the role of Jesus? • How did Jesus surpass John the Baptist, Elijah and the prophets to establish his distinctive role?

Learning Activities	<ul style="list-style-type: none"> Through group discussions, analyse the similarities between the work of Jesus and those of John the Baptist, Elijah and prophets such as Jeremiah. To know Herod through reading the Scriptures and the appendix. Study (1) How did he interpret the role of Jesus? (2) What standard did he use in understanding the role of Jesus? Through small group discussions, study: (1) How did people other than Jesus' disciples take the role of Jesus? (2) What standard they used in understanding the role of Jesus? Through small group discussions, study the differences between the work of Jesus and those of John the Baptist, Elijah and prophets such as Jeremiah, in order to understand what Jesus did for the mankind had surpassed them in revealing His distinctive role.
Key Concepts	<ul style="list-style-type: none"> John the Baptist Elijah Prophets
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"> Would Herod and people other than Jesus' disciples be influenced differently if people in Jesus' times could clearly identify Jesus' role as the Son of God?
Extended Activities	<ul style="list-style-type: none"> Understand how Christianity, Buddhism and Muslim interpret Jesus, Sakyamuni and Allah respectively. Evaluate how such interpretations affect their believers and the corresponding religions.

Activity One



Enquiry Questions	Generic Skills	Values and Attitudes
Jesus was taken as John the Baptist, Elijah and a prophet. Who were these three people? How was Jesus' work similar to theirs?	Abilities in coordination, communications and critical thinking	Widening the scopes of critical attitude and thinking

Teaching Steps:

Step 1. Teacher does warm-up exercise with students by asking them to think about the standards people use to understand the role of a person.

- Teacher raises the question:
 - i. What standards do we use to understand the role of a person?
- Teacher shows a speech made by Steve Jobs, Chief Executive Officer of Apple Inc. (<http://www.youtube.com/watch?v=D1R-jKKp3NA>), then discuss with students:
 - i. Which profession is the speaker in?
 - ii. What standards do you use in making such assumption? Why do you use these standards in judging a person's role?
 - iii. Does understanding a person's role affect our daily life? If so, what are the impacts?

Step 2. Teacher points out:

- During Jesus' times, people had different understandings of the role of Jesus. What standards did they use to understand the role of Jesus?

Step 3. Teacher carries out the "Who are John the Baptist, Elijah and the prophets" activity with students, allowing students to have a preliminary knowledge of these three biblical characters. Then analyse the similarities of the work of Jesus and those of John the Baptist, Elijah and Jeremiah the prophet.

- Teacher divides students into groups of four and hands out 'Students' Reference: Material 1' (John the Baptist, Elijah and prophets) and 'Worksheet 1' (Who were John the Baptist, Elijah and the prophets?). Lead students to learn about John the Baptist, Elijah and Jeremiah the prophet:
 - Target group
 - Work performed in the Jewish society
 - Role in the Jewish society
 - Fate

- Teacher asks students to analyse the similarities in Jesus' evangelistic mission and the work of John the Baptist, Elijah and Jeremiah the prophet according to the above materials.
- After discussion, teacher invites students to present their ideas.

Step 4. Teacher summarises:

- The main work of John the Baptist was to persuade people to repent, to proclaim the message of "The Kingdom of God is near" and to offer baptism. The main work of Elijah was to remind the Israelites to uphold the faith of Moses, to speak out in the name of Jehovah, to perform miracles, to pray for the people and point out the sins and unjust conducts of the kings. The Jews believed that Jeremiah was the forerunner preparing for the arrival of the Messiah.
- The main work of the prophets, such as Jeremiah, was to condemn the Jews and advise them to repent.
- Since the evangelistic work of Jesus on the earth was very similar to those of John the Baptist, Elijah and the prophets, people in Jesus' times had taken Jesus as John the Baptist, Elijah and a prophet.

Activity Two



Enquiry Questions	Generic Skills	Values and Attitudes
How did Herod interpret the role of Jesus? What standard did he use in understanding the role of Jesus?	Abilities in coordination, communications and critical thinking	Widening the scopes of critical attitudes and thinking

Teaching Steps:

Step 1. Teacher carries out the “The Way Herod Looked at Jesus” activity with students, allowing students to think about: (1) How did Herod interpret the role of Jesus? (2) What standards did Herod use in understanding the role of Jesus?

- Teacher divides the students into groups of four to read Mark 6:14-15 and ‘Appendix 1’ (Herod in Jesus’ Times) Teacher then outlines the relationship between Herod and Jesus with students. Teacher leads students to discuss the following questions:
 - Had Herod ever had direct contact with Jesus?
 - Herod was a king and his palace was located in Tiberias (areas belonged to the gentiles). Jesus had not evangelised fully to the gentiles. How did Herod “know about” Jesus?
 - Do you think this kind of “knowing” was in-depth? Why?
- Teacher keeps the students in the same groups and hands out ‘Worksheet 2’ (The way Herod and people other than Jesus’ disciples looked at Jesus). Instruct students to write their answers in the blank space under the title “Herod”. Teacher leads students to discuss the questions on the worksheet.
 - How did Herod understand the role of Jesus?
 - What teachings and actions of Jesus led Herod to understand Jesus in such a way?
 - What teachings and actions of Jesus prompted Herod to impose such standards in his judgment?
 - What were Herod’s expectations of Jesus?
- After discussions, teacher invites students to present their ideas.

Step 2. Teacher goes further to discuss with students:

- What are your comments concerning Herod’s standards in judging the role of Jesus? Were they self-centred and subjective?

- How was Herod affected by his own way of understanding the role of Jesus? Were those positive or negative impacts?

Step 3. Teacher summarises:

- Herod caused the innocent death of John the Baptist. This incidence had constantly cast a shadow in his heart.
- After Herod had heard of Jesus, he perceived Jesus as John the Baptist whom he had beheaded. Herod thought that John the Baptist had come back for revenge.
- Herod was guilty and he mistook Jesus as John the Baptist.

Activity Three



Enquiry Questions	Generic Skills	Values and Attitudes
How did the people other than Jesus' disciples take the role of Jesus? What standard did they use in understanding the role of Jesus?	Abilities in coordination, communications and critical thinking	Widening the scopes of critical attitudes and thinking and in respect of others

Teaching Steps:

Step 1. Teacher raises the questions:

- How did the people other than Jesus' disciples take the role of Jesus? What standard did they use in understanding the role of Jesus?
- How did people other than Jesus' disciples get to know about Jesus?
- Was this way of "knowing" comprehensive enough? Why?

Step 2. Teacher carries out the "The Way People Other Than Jesus' Disciples Looked at Jesus" activity with students, allowing students to think about: (1) How did people other than Jesus' disciples understand the role of Jesus? (2) What standards did they use in understanding the role of Jesus?

- Teacher asks the students to stay in the same group and work on question 2 and 3 on 'Worksheet 2'. Instruct students to write their answers in the blank space under the titles, "People other than Jesus' disciples (1)" and "People other than Jesus' disciples (2)". Teacher leads students to discuss the questions on the worksheet.
 - How did people other than Jesus' disciples (1) and (2) understand the role of Jesus?
 - What teachings and actions of Jesus led them to understand in such a way?
 - How did they conclude the role of Jesus?
 - What were the people's expectations of Jesus?

Step 3. Teacher goes further to discuss with students:

- Compared to Herod, did the people make self-centred and subjective judgment on Jesus' identity?
- According to the ways people other than Jesus' disciples understand the role of Jesus, were these people benefited in understanding the identity of Jesus and his work?

Step 4. Teacher summarises:

- Some Jews other than Jesus' disciples were subjective in understanding the role of Jesus. They took Jesus as Elijah as they had longed for the arrival of the Messiah. They hoped Jesus could fulfill their wishes. They put their own will before the will of God.
- Some Jews other than Jesus' disciples took Jesus as a prophet because they had longed to hear the voice of God. For almost three hundred years, the Jews had been longing for the voice of a prophet but God had yet remained silent. Three hundred years ago, they heard the voice of a prophet saying, "This is what God has said..." At that time, these Jews had once again felt that the voice of God reaching them through Jesus. This naturally has prompted them to take Jesus as the prophet.
- Nonetheless, they were only projecting their own wishes onto Jesus without careful watching, listening and understanding the true role of Jesus (The Son of God). They were hindered to understand Jesus precisely and deeply.

Step 5. Teacher distributes 'Students' Reference: Material 2' (What standards did Herod and people other than Jesus' disciples used to understand the role of Jesus?), briefly explains it and wraps up the activity.

Activity Four



Enquiry Questions	Generic Skills	Values and Attitudes
How did Jesus surpass John the Baptist, Elijah and the prophets to establish his distinctive role?	Abilities in coordination, communications and critical thinking	Widening the scopes of critical attitudes and thinking, have individuality

Teaching Steps:

Step 1. Teacher points out:

- People in Jesus' times merely relied on what they knew about Jesus' teachings and actions in understanding the role of Jesus. They mistook Jesus as John the Baptist, Elijah and a prophet.

Step 2. Teacher raises the questions:

- Now we have a complete picture on the teachings and actions of Jesus so that we can understand the role of Jesus. Did Jesus only repeat what John the Baptist, Elijah and the prophets had done?
- Which of Jesus' work surpassed the nature of the work of John the Baptist, Elijah and the prophets?

Step 3. Teacher carries out the "Jesus was different" activity with students, allowing students to explore the differences between Jesus' work and those of John the Baptist, Elijah and the prophets, such as Jeremiah, so that students can understand Jesus' unique identity and the work he had done for the mankind.

- Teacher shows 'PowerPoint 1' (The Concluding End of Jesus). Let students learn the fact that Jesus was crucified on the cross for our sins and was resurrected on the third day.
- Teacher divides students into groups of four and distributes 'Worksheet 3' (Jesus was different). Lead students to discuss the following questions:
 - Which of Jesus' work had surpassed that of John the Baptist, Elijah and the prophets, such as Jeremiah?
 - The final mission of Jesus was to die for men on the cross and to resurrect. Was his role the same as the evangelist, Elijah and the prophets? What was Jesus' identity?
- After students have completed the worksheet, teacher invites students to present their ideas.

Step 4. Teacher goes further to discuss with students:

- Was it difficult for people in Jesus' times to recognise his superior and unique identity? Why?
- Would Herod and people other than Jesus' disciples be influenced differently if people in Jesus' times could clearly identify Jesus' role as the Son of God?
- Modern people are able to understand Jesus' role at his times. What are the impacts of such understanding on our lives?
- Do you know anyone who experiences changes in life when he/she recognizes Jesus' identity as the Son of God? Please illustrate with example.

Step 5. Teacher summarises:

- Jesus was not only a baptist and a prophet, but also the Son of God.
- Though the evangelistic work of Jesus on earth was very similar to those of John the Baptist, Elijah and the prophets, Jesus had much greater power. He did not only deliver the voice of God to the people on earth, he also revealed God's power and true characters.
- Therefore, Jesus was very different from John the Baptist, Elijah and the prophets. He was crucified on the cross, resurrected from death on the third day and ascended to Heaven. Only the Son of God could bear the sins of all human beings and had the power to forgive people's sins.

Step 6. Teacher distributes 'Students' Reference: Material 3' (Jesus was different), briefly explains it and wraps up the activity.

Extended Activities:

1. Teacher asks students to refer to some newspapers, magazines or the following websites to acknowledge and understand how Christianity, Buddhism and Muslim interpret Jesus, Sakyamuni and Allah respectively. Evaluate how such interpretations affect their believers and the corresponding religions.
 - Christian Study:
<http://www.christianstudy.com/>
 - Hong Kong Buddhist Monthly:
<http://www.hkbuddhist.org/index.html>
 - Islam-Allah:
<http://www.christianstudy.com/data/oreligion/isalm-allah.html>
2. Teacher asks students to think about the following questions with references to the information collected:
 - What are the problems if believers do not have clear understandings on the subject they worship?
 - How does the understanding of the subject affect the believers' lives?
3. Teacher can invite students to do sharing in the following period.



Appendix 1: Herod in Jesus' times



Herod was also named Herod Antipas. He was the younger son of the Great Herod and he inherited the land of Galilee. His palace was located in Tiberias in the gentile's territory. At that time, Jesus had not carried out His evangelistic work in full scale.

According to the Gospels, John the Baptist denied the marriage between Herod and Herodias because Herodias divorced Philip to marry Herod. Though Herod had sent John the Baptist to jail, Herodias was not satisfied and she wanted to put John the Baptist to death. She eventually tricked Herod to behead John the Baptist.

References:

1. Barclay, William (1954). *The Gospel of Mark*. Edinburgh: The Saint Andrew Press. pp. 147-155.
2. 吳羅瑜 (2000), 《聖經新辭典上冊》, (頁 641)。香港：天道書樓。

Material 1: John the Baptist, Elijah and the prophet

(I) John the Baptist

1. Life history

- John the Baptist was born in the family of a priest. His father was priest Zechariah and His mother was Elizabeth. In their old age, they received proclamations from an angel that they would bear a son. The son was John.
- John was Jesus' elder cousin who was six months older than Jesus. (Luke 1:26)
- John grew up in the Judean wilderness and he followed God's order by preaching, baptising people and asking them to repent along River Jordon. (Luke 3:2-3)
- Later, John was imprisoned and beheaded due to his rebuke to King Herod's unlawful marriage with his second wife. (Mark 6:21-29)
- John was considered as the messenger of Christ's evangelistic work. When Jesus was preaching, he considered John as Elijah who prepared the way for him as prophesised in the Book of Malachi in the Old Testament. (Malachi 3:1; Matthew 11:10-14)
- Sometimes, John was taken as the last prophet in the Old Testament: At the time when John was imprisoned, Jesus began his evangelistic work. It marked the ending of the work of the Old Testament and the beginning of the New Testament.
- In conclusion: Though John was beheaded eventually, he was a prophet who dared to speak out and act accordingly. He spent his life witnessing the coming of Christ and prepared the way for the Lord.

2. Work

- **Baptism**
 - John stayed in the Jordon Valley and baptised people in the river. He also baptised people away from the Jordon Valley areas in some other occasions. (John 3:23)
 - John baptised people with water to symbolise God cleansed people and led them to turn away from sins. The baptism did not mean to pardon all their sins.
- **Invited people to repent**
 - Besides offering baptism, John also went around asking people to repent and persuading them to bear good fruit. It meant they should be in good conducts in keeping in line with their repentance. (Luke 3: 8)
- **Proclaimed the message of "The Kingdom of Heaven is Near"**
 - John also proclaimed the message of "The Kingdom of Heaven is near".

- "The Kingdom of Heaven is near" meant Christ was coming soon and God's rule over the earth would start right away. The mankind had to repent, receive baptism and keep themselves away from sins.

(II) Elijah

1. Life history

- There were very limited records in the Bible on Elijah's life. We only know that he was a prophet living during 9 B.C. in Gilead region of the North Kingdom, the Kingdom of Israel.
- The following states the two most important incidents in his life:
 - a) Challenging the prophets of Baal on Mount Carmel**
 - Elijah was well-known for his competition with 900 prophets of Baal.
 - At that time, there was a drought in Palestine. Elijah and the prophets of Baal competed to ask their respective gods to set fire on the altar.
 - The prophets of Baal prayed to Baal. They sang, danced and even slashed themselves with swords. Yet no fire was sent from heaven.
 - Elijah prayed and Jehovah God set the fire. When the people saw that, they prostrated and proclaimed that Jehovah was the Lord.
 - b) Being taken up to Heaven**
 - It was recorded in 1 Kings Chapter 2 that Elijah did not die like all other human beings. He was taken to Heaven alongside River Jordon by a chariot of fire and horses of fire sent by God.

2. Work

- Elijah diligently reminded the Israelites to uphold their faith, to worship God and to follow the Mosaic Law.
- According to the Old Testament, Elijah was a very traditional prophet. He would quote what the Lord had said to him (1 Kings 21:19; 21-24). He would perform miracles (1 Kings 17:16). He would pray for the people (1 Kings 17:20-22) and speak up to point out the sins and unjust acts done by the kings (1 Kings 21:20-22).

(III) Jeremiah the prophet

1. Life history

- Jeremiah was born to a priest's family during King Josiah's reign over Judah.
- He remained single throughout his life and he was the prophet of God for forty years during the reigns of the last five kings of Judah, King Josiah, King Jehoahaz, King Jehoiakim, King Jehoiachin and King Zedekiah.
- He had been rejected because of proclaiming God's prophecies. He delivered the words from God in front of King Jehoiakim, hoping that the King would turn back to God but failed.
- By the time when Judah was facing complete destruction, Jeremiah eagerly proclaimed the words from God but was not supported by the officials and the people. They even plotted to kill him.
- In 587 B.C., Babylon conquered Jerusalem and Jeremiah was released from captivity. In 582 B.C., the Judean's revolt against Babylon failed. Jeremiah was taken to Egypt and died there.

2. Work

- **Pinpointed Judean's sins**
 - Jeremiah often warned the Judeans that they had deserted God and God would put them in trials to punish them for their sinful acts. Jeremiah 5:15 states: "'O house of Israel', declares the Lord, 'I am bringing a distant nation against you: an ancient and enduring nation, a people whose language you do not know, whose speech you do not understand.'"
 - However, Jeremiah said that the troubles would not last, for God still cared about the Judeans. Jeremiah 29:10 states, "This is what the Lord says, 'When seventy years are completed for Babylon, I will come to you and fulfill my gracious promise to bring you back to this place.'"
- **Persuaded the people to repent**
 - Jeremiah also proclaimed the words from God to persuade the Judeans to repent and worship God. Jeremiah 7:3 states, "This is what the Lord Almighty, the God of Israel, says, 'Reform your ways and your actions, and I will let you live in this place.'"
 - God promised the Judeans if they were willing to repent, He would let them continue to live in the Promise Land till eternity. Jeremiah 7:7 states, "Then I will let you live in this place, in the land I gave your forefathers forever and ever."

References:

1. 羅慶才、黃錫木主編（2005）：《聖經通識手冊》，（頁 472-473，476-477，482-483）。香港：基道出版社。
2. 吳羅瑜（2000）：《聖經新辭典下冊》，（頁 427-430，739-745，795）。香港：天道書樓。

Material 2: What standards did Herod and people other than Jesus' disciples used to understand the role of Jesus?

The three standards Herod and people other than Jesus' disciples used to understand the role of Jesus:

1. The guilty king:

- Herod felt guilty because he beheaded John the Baptist. When Herod heard about Jesus, he thought Jesus was John the Baptist coming back to him to take revenge.

2. The enthusiastic racists:

- The Jews were longing for the coming of the Messiah. They were longing for the greatest prophet Elijah to come first being the forerunner of the Messiah. They did not take Jesus as the Lord they should obey and follow, but wanted Jesus to fulfill their own desires. They placed their will before the will of God.

3. The people who wished to hear the voice of God:

- Some people considered Jesus to be a prophet. The Jews had been waiting desperately to hear the voice of a prophet for almost three hundred years, but God had remained silent all along. While waiting, they unceasingly heard of arguments and discussions among the rabbis. They attended worshipping activities at the synagogues and followed the moral teachings of the rabbis. They believed that Jesus would not only deliver the messages of God to people on earth, but would also reveal the truth of the Lord. This group of people at least understood Jesus deeper than the guilty Herod or the enthusiastic racists.

Reference:

巴克萊（1991）：《馬可福音注釋》，下冊，（頁 175-177）。香港：基督教文藝。

Material 3: Jesus was different

	Similarities between Jesus, John the Baptist, Elijah and the prophets	Differences between Jesus, John the Baptist, Elijah and the prophets
Target group	<ul style="list-style-type: none"> Mainly the Jews 	<ul style="list-style-type: none"> To all lost souls
Work performed	<ul style="list-style-type: none"> Spoke in the name of God Proclaimed the message "The Kingdom of God is Near" Asked people to repent. Condemned people's sins and Unjust acts 	<ul style="list-style-type: none"> Forgave people's sins Performed miracles to heal the sick ones and cast out demons with the power of God Preached with wisdom
Identity	-----	<ul style="list-style-type: none"> The Son of God
Final encounter	-----	<ul style="list-style-type: none"> Crucified on the cross for human's sins, resurrected from death three days later and ascended to Heaven

Reference:

巴克萊（1991）：《馬可福音注釋》，下冊，（頁 175-177）。香港：基督教文藝。

Worksheet 1: Who were John the Baptist, Elijah and the prophets? (Reference Answer)

	John the Baptist	Elijah	Jeremiah the Prophet
Target group	<ul style="list-style-type: none"> • People who had to repent 	<ul style="list-style-type: none"> • The Israelites 	<ul style="list-style-type: none"> • The Judeans
Work performed in the Jewish society	<ul style="list-style-type: none"> • Offered baptism • Persuaded people to repent • Proclaimed the message "The Kingdom is Near" 	<ul style="list-style-type: none"> • Reminded people to hold firm on Moses' belief • Resisted the prophets of Baal • Spoke in the name of Jehovah • Performed miracles • Prayed for the people • Pointed out the King's sins and unjust deeds 	<ul style="list-style-type: none"> • Condemned the Jews • Advise people to repent
Role in the Jewish society	<ul style="list-style-type: none"> • The baptist 	<ul style="list-style-type: none"> • The prophet 	<ul style="list-style-type: none"> • The prophet
Fate	<ul style="list-style-type: none"> • Beheaded by Herod 	<ul style="list-style-type: none"> • Received by God and ascended to Heaven on the bank of River Jordon 	<ul style="list-style-type: none"> • Died in Egypt

Worksheet 1: Who were John the Baptist, Elijah and prophet?

1. With reference to 'Students' Reference: Material 1' (John the Baptist, Elijah and the Prophets), write down the proper answers in the blank spaces below.

	John the Baptist	Elijah	Jeremiah the Prophet
Target group			
Work performed in the Jewish society			
Role played in the Jewish society			
Fate			

2. Put a ✓ near the contents which are close to the Jesus' evangelistic commissions.

Worksheet 2: The way Herod and people other than Jesus' disciples looked at Jesus

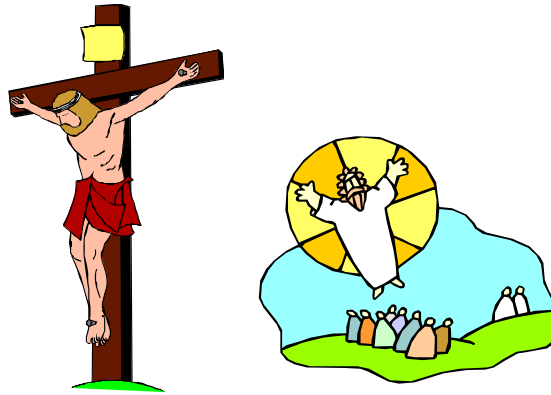
Analyse how Herod and people other than Jesus' disciples understood the role of Jesus. What standards did they use in understanding the role of Jesus? Complete the table below.

	1. Herod	2. People other than Jesus' disciples (1)	3. People other than Jesus' disciples (2)
How did he (they) understand the role of Jesus?			
What teachings and actions of Jesus led him (them) to understand Jesus in such a way?			
How did they conclude the role of Jesus from his teachings and actions?			

What were their expectations towards Jesus as reflected from their understanding of Jesus' identity?			
--	--	--	--

Worksheet 3: Jesus was greatly different

With reference to the record of Jesus' life in the PowerPoint, answer the following questions:



1. Which of Jesus' work surpassed John the Baptist, Elijah and prophets, such as Jeremiah?

A large, empty rectangular box with wavy top and bottom edges, intended for the student's answer to question 1.

2. The final mission of Jesus was to die for men on the cross and to resurrect. Was his role the same as the evangelist, Elijah and the prophets? What was Jesus' identity?

A large, empty rectangular box with wavy top and bottom edges, intended for the student's answer to question 2.



Material 1: John the Baptist, Elijah and the prophet

(I) John the Baptist

1. Life history

- John the Baptist was born in the family of a priest. His father was priest Zechariah and His mother was Elizabeth. In their old age, they received proclamations from an angel that they would bear a son. The son was John.
- John was Jesus' elder cousin who was six months older than Jesus. (Luke 1:26)
- John grew up in the Judean wilderness and he followed God's order by preaching, baptising people and asking them to repent along River Jordon. (Luke 3:2-3)
- Later, John was imprisoned and beheaded due to his rebuke to King Herod's unlawful marriage with his second wife. (Mark 6:21-29)
- John was considered as the messenger of Christ's evangelistic work. When Jesus was preaching, he considered John as Elijah who prepared the way for him as prophesised in the Book of Malachi in the Old Testament. (Malachi 3:1; Matthew 11:10-14)
- Sometimes, John was taken as the last prophet in the Old Testament: At the time when John was imprisoned, Jesus began his evangelistic work. It marked the ending of the work of the Old Testament and the beginning of the New Testament.
- In conclusion: Though John was beheaded eventually, he was a prophet who dared to speak out and act accordingly. He spent his life witnessing the coming of Christ and prepared the way for the Lord.

3. Work

- **Baptism**
 - John stayed in the Jordon Valley and baptised people in the river. He also baptised people away from the Jordon Valley areas in some other occasions. (John 3:23)
 - John baptised people with water to symbolise God cleansed people and led them to turn away from sins. The baptism did not mean to pardon all their sins.
- **Invited people to repent**
 - Besides offering baptism, John also went around asking people to repent and persuading them to bear good fruit. It meant they should be in good conducts in keeping in line with their repentance. (Luke 3: 8)
- **Proclaimed the message of "The Kingdom of Heaven is Near"**
 - John also proclaimed the message of "The Kingdom of Heaven is near".

- “The Kingdom of Heaven is near” meant Christ was coming soon and God’s rule over the earth would start right away. The mankind had to repent, receive baptism and keep themselves away from sins.

(II) Elijah

3. Life history

- There were very limited records in the Bible on Elijah’s life. We only know that he was a prophet living during 9 B.C. in Gilead region of the North Kingdom, the Kingdom of Israel.
- The following states the two most important incidents in his life:
 - a) Challenging the prophets of Baal on Mount Carmel**
 - Elijah was well-known for his competition with 900 prophets of Baal.
 - At that time, there was a drought in Palestine. Elijah and the prophets of Baal competed to ask their respective gods to set fire on the altar.
 - The prophets of Baal prayed to Baal. They sang, danced and even slashed themselves with swords. Yet no fire was sent from heaven.
 - Elijah prayed and Jehovah God set the fire. When the people saw that, they prostrated and proclaimed that Jehovah was the Lord.
 - b) Being taken up to Heaven**
 - It was recorded in 1 Kings Chapter 2 that Elijah did not die like all other human beings. He was taken to Heaven alongside River Jordon by a chariot of fire and horses of fire sent by God.

4. Work

- Elijah diligently reminded the Israelites to uphold their faith, to worship God and to follow the Mosaic Law.
- According to the Old Testament, Elijah was a very traditional prophet. He would quote what the Lord had said to him (1 Kings 21:19; 21-24). He would perform miracles (1 Kings 17:16). He would pray for the people (1 Kings 17:20-22) and speak up to point out the sins and unjust acts done by the kings (1 Kings 21:20-22).

(III) Jeremiah the prophet

3. Life history

- Jeremiah was born to a priest's family during King Josiah's reign over Judah.
- He remained single throughout his life and he was the prophet of God for forty years during the reigns of the last five kings of Judah, King Josiah, King Jehoahaz, King Jehoiakim, King Jehoiachin and King Zedekiah.
- He had been rejected because of proclaiming God's prophecies. He delivered the words from God in front of King Jehoiakim, hoping that the King would turn back to God but failed.
- By the time when Judah was facing complete destruction, Jeremiah eagerly proclaimed the words from God but was not supported by the officials and the people. They even plotted to kill him.
- In 587 B.C., Babylon conquered Jerusalem and Jeremiah was released from captivity. In 582 B.C., the Judean's revolt against Babylon failed. Jeremiah was taken to Egypt and died there.

4. Work

- **Pinpointed Judean's sins**
 - Jeremiah often warned the Judeans that they had deserted God and God would put them in trials to punish them for their sinful acts. Jeremiah 5:15 states: "'O house of Israel', declares the Lord, 'I am bringing a distant nation against you: an ancient and enduring nation, a people whose language you do not know, whose speech you do not understand.'"
 - However, Jeremiah said that the troubles would not last, for God still cared about the Judeans. Jeremiah 29:10 states, "This is what the Lord says, 'When seventy years are completed for Babylon, I will come to you and fulfill my gracious promise to bring you back to this place.'"
- **Persuaded the people to repent**
 - Jeremiah also proclaimed the words from God to persuade the Judeans to repent and worship God. Jeremiah 7:3 states, "This is what the Lord Almighty, the God of Israel, says, 'Reform your ways and your actions, and I will let you live in this place.'"
 - God promised the Judeans if they were willing to repent, He would let them continue to live in the Promise Land till eternity. Jeremiah 7:7 states, "Then I will let you live in this place, in the land I gave your forefathers forever and ever."

References:

1. 羅慶才、黃錫木主編（2005）：《聖經通識手冊》，（頁 472-473，476-477，482-483）。香港：基道出版社。
2. 吳羅瑜（2000）：《聖經新辭典下冊》，（頁 427-430，739-745，795）。香港：天道書樓。



Material 2: What standards did Herod and people other than Jesus' disciples used to understand the role of Jesus?

The three standards Herod and people other than Jesus' disciples used to understand the role of Jesus:

1. Herod, the guilty king:

- Herod felt guilty because he beheaded John the Baptist. When Herod heard about Jesus, he thought Jesus was John the Baptist coming back to him to take revenge.

2. The enthusiastic racists:

- The Jews were longing for the coming of the Messiah. They were longing for the greatest prophet Elijah to come first being the forerunner of the Messiah. They did not take Jesus as the Lord they should obey and follow, but wanted Jesus to fulfill their own desires. They placed their will before the will of God.

3. The people who wished to hear the voice of God:

- Some people considered Jesus to be a prophet. The Jews had been waiting desperately to hear the voice of a prophet for almost three hundred years, but God had remained silent all along. While waiting, they unceasingly heard of arguments and discussions among the rabbis. They attended worshipping activities at the synagogues and followed the moral teachings of the rabbis. They believed that Jesus would not only deliver the messages of God to people on earth, but would also reveal the truth of the Lord. This group of people at least understood Jesus deeper than the guilty Herod or the enthusiastic racists.

Reference:

Barclay, William (1954). *The Gospel of Mark*. Edinburgh: The Saint Andrew Press. pp. 147-155.



Material 3: Jesus was different.

	Similarities between Jesus, John the Baptist, Elijah and the prophets	Differences between Jesus, John the Baptist, Elijah and the prophets
Target group	<ul style="list-style-type: none"> • Mainly the Jews 	<ul style="list-style-type: none"> • To all lost souls
Work performed	<ul style="list-style-type: none"> • Spoke in the name of God • Proclaimed the message “The Kingdom of God is Near” • Asked people to repent. • Condemned people’s sins and unjust acts 	<ul style="list-style-type: none"> • Forgave people’s sins • Performed miracles to heal the sick ones and cast out demons with the power of God • Preached with wisdom
Identity	-----	<ul style="list-style-type: none"> • The Son of God
Final encounter	-----	<ul style="list-style-type: none"> • Crucified on the cross for human’s sins, resurrected from death three days later and ascended to Heaven

Period 4: Jesus as the teacher

1. Biblical reference: Matthew 23: 1-12

2. Objectives:

- To learn about the job nature and social status of the Jewish teachers at Jesus' times.
- To learn that Jesus said there was only "one" teacher, meaning himself.
- To learn that the disciples who listened to Jesus' teaching recognised Jesus as a teacher.
- To understand that only people who are humble can become our teacher or leader.



3. Teaching strategies

Background Information	<ul style="list-style-type: none"> • The major duty of a Jewish teacher was to teach people about the Law. They enjoyed superb social status. They could be called rabbis and were highly respected by people. • However, Jesus pointed out the hypocritical behaviour of the Jewish teachers and asked the audience not to imitate them or to pursue being called "Teacher" or "Leader". He stressed that there was only "one" teacher, meaning Jesus himself. Only God and Jesus Christ deserved the title. • Jesus also reminded his disciples that only the truly humble ones deserved to be leaders.
Issues for Explorations	<ul style="list-style-type: none"> • What are the essential qualities of a leader?
Enquiry Questions	<ul style="list-style-type: none"> • What was the job nature of Jewish teachers? What was the social status of Jewish teachers? • According to Jesus, who was qualified to be a "teacher"? What were the essential qualities of a teacher? • How to decide who can be our teacher or leader?
Learning Activities	<ul style="list-style-type: none"> • Through group discussions, let students learn about the job nature and social status of Jewish teachers. • Through a debate, let students understand Jesus' views on the essential qualities of a teacher.

	<ul style="list-style-type: none"> Through group discussions, let students understand that humbleness is an important criterion for being a leader.
Key Concepts	<ul style="list-style-type: none"> Teacher
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 to decide who can be our teacher or leader?
Extended Activities	<ul style="list-style-type: none"> Explore the qualities of some great spiritual mentors in modern times, such as Ven Thich Nhat Hanh and Mother Teresa. State the similarities and differences between their teachings and that of Jesus Christ.



Activity One

Enquiry Question	Generic Skills	Values and Attitudes
What was the job nature of Jewish teachers? What was the social status of Jewish teachers?	Collaborative skills, communication skills, critical thinking skills	Appreciate and respect others

Teaching steps:

Step 1. Teacher does warm-up exercise with students by asking them to think about what are the essential qualities of a leader.

- Teacher shows 'PowerPoint 1' (Coach of the table tennis duo), allowing students to learn about how the coach of the table-tennis duo trains the players so that they can win an Olympics gold medal.
- Teacher guides the students to discuss:
 - Do you think the table-tennis duo would have won an Olympics medal if they were not trained by a good coach?
 - What are the essential qualities of the coach of the table-tennis duo, so that he the athletes he trains are so outstanding? Is it patience, boldness, or other qualities?
 - What are the unfavourable qualities of a coach for Olympics athletes? Why?

Step 2. Teacher points out:

- When Jesus was on earth, he taught people the way to identify who was qualified to become a leader or a teacher.

Step 3. Teacher carries out the "Jewish teachers" activity with students, allowing students to learn about the job nature and the social status of Jewish teachers.

- Teacher asks students to form groups of four and read Mt 23: 1-7. Teacher distributes 'Worksheet 1' (Recruitment advertisement for Jewish teachers), and asks the students to imagine that it was posted up outside the synagogue to recruit Jewish teachers.
- After discussion, teacher invites students to present their ideas.

Step 4. Teacher goes further to discuss with students:

- According to the job advertisement, what are the contributions of the Jewish teachers?

- According to the job advertisement, what are the additional qualities expected from Jewish teachers?
- According to the job advertisement, in which areas should the Jewish teachers improve? If they were not improved, what would the impact on their audience be?

Step 5. Teacher summarises:

- Qualifications of being a Jewish teacher:
 - Very familiar with the Law and be strict towards the Law
 - Highly educated
- Responsibilities of the Jewish teachers and the social status they enjoyed at that time:
 - The major responsibility of a Jewish teacher was to teach people the Law, just like Moses teaching the Jews the Law.
 - Jewish teachers enjoyed superior social status. People with high social status hosted receptions from time to time. During the meals, the Jewish teachers could sit on the right of the host, which was an honorable position.
 - When attending worship at the synagogue, they could choose the front seats. The closer to the first row, the more honorable. They could even choose the seats facing the Elders of the congregation, the most superior seats of all.
 - They would be called the rabbis and they could enjoy respect.

Step 6. Teacher distributes 'Students' Reference: Material 1' (Religious rituals of the Jewish teachers), briefly explains it and wraps up the activity.

Activity Two

Enquiry Question	Generic Skills	Values and Attitudes
According to Jesus, who was qualified to be a “teacher”? What were the essential qualities of a teacher?	Collaboration skills, communication skills, problem solving skills, critical thinking skills	Trust, appreciate and respect others

Teaching steps:**Step 1. Teacher raises the question:**

- Did Jesus agree to the identity and status of teachers as interpreted by the teachers of the Law and the Pharisees? Why?

Step 2. Teacher carries out “the one teacher” activity with students, allowing students to understand what Jesus thought about the qualifications of a teacher.

- Teacher asks students to form groups of four. According to the content of Mt 23: 10-12, design a recruitment advertisement for “the only teacher” as mentioned by Jesus. Write down the details on ‘Worksheet 2’ (Qualifications of “the only teacher”) according to the qualifications of “the only teacher” mentioned by Jesus.
- After discussion, teacher invites students to present their ideas.

Step 3. Teacher carries out the “Jesus’ views on ‘teachers’” activity with students, allowing students to understand what Jesus thought about the essential qualities of a teacher.

- Teacher points out:
 - Jesus further points out the essential qualities of a teacher.
- Teacher asks students to read Mt 23: 8-12 to find out what Jesus considered as the essential qualities of a teacher.
- Teacher then divides the class into two groups for a debate. The motion is “The primary quality of a teacher is humbleness”.
- Teacher distributes ‘Appendix 1’ (Information cards for debate). Let the proposition and opposition groups prepare their arguments based on the information.
- Teacher starts the debate after both groups finish preparing their arguments.

Step 4. Teacher goes further to discuss with students:

- Compare the content of ‘Worksheet 1’ with that of ‘Worksheet 2’. What is the biggest difference in the understanding of the identity of “teacher” between Jesus and the Pharisees?

- Jesus thought there was only one “teacher”, who was Christ. What was the real duty of a “teacher” according to Jesus? Was it simply giving instructions and regulations? Would he give eternal life to people?
- Why did Jesus ask his disciples to remember that there was only “one” teacher? Did he intend to remind the disciples that they should follow the one and only example?
- Do you agree the primary quality of being a teacher is humbleness? Why?

Step 5. Teacher summarises:

- Jesus did not want his audience to pursue being called a “teacher” or “leader” because only God and Christ deserved these titles.
- Jesus said the only teacher was “Christ”. It meant Christ deserved the greatest respect because he gave people eternal life.
- Jesus further pointed out that whoever was to be great had to humble himself and gave all his glory to God.

Step 6. Teacher distributes ‘Students’ Reference: Material 2’ (Jesus’ teaching on the identity of “teacher”), briefly explains it and wraps up the activity.

Activity Three

Enquiry Question	Generic Skills	Values and Attitudes
How to decide who can be our teacher or leader?	Collaboration skills, communication skills, critical thinking skills	Humbleness, benefit of humankind

Teaching steps:**Step 1. Teacher raises the question:**

- How did Jesus' disciples and those who followed Jesus call him?

Step 2. Teacher carries out the "Disciples calling Jesus their teacher" activity with students, allowing students to understand that the disciples and those who followed Jesus call him their teacher.

- Teacher asks students to form groups of four and read the following Bible verses and analyse: (1) What title did Jesus' disciples give Jesus? (2) What was Jesus' mission? (3) What was the biggest difference between Jesus' teaching on "teacher" and his disciples' understanding?
- Teacher asks students to read the following Bible verses:
 - Mk 11: 21
 - Jn 1: 49
 - Jn 3:2
 - Jn 9:2
- After discussion, teacher invites students to present their ideas.

Step 3. Teacher carries out the "Incarnation of humbleness" activity with students, allowing students to learn about the concrete acts and importance of humbleness.

- Teacher raises the questions:
 - How to decide who can be our teacher or leader?
 - Do you agree to Jesus' teaching that humbleness is an important quality of being a teacher or a leader?
- Teacher asks students to form groups of four, distributes 'Appendix 2' (Incarnation of humbleness) to each group and asks students:
 - Choose the concrete acts of humble behaviour and explain your reasons.
 - What are the impacts on the students/followers if the teacher or leader possesses these qualities? What are his/her contributions to nurturing talents of the next generation in the society?

- Jesus reminded us that only those who are humble are qualified to be our teacher/leader. Does it affect your search for a life-long teacher or leader?
- In history, are there any celebrities who lead a humble life and care about others and the society a lot? Can these celebrities become your teacher or life-long mentor?
- Teacher shows 'PowerPoint 2' (Who is my teacher or life-long mentor?) and asks students to choose one from the following five people to be their teacher or life mentor. Teacher then asks students to vote and share the reasons why they make such choices:
 - Jesus;
 - Gandhi;
 - Mother Teresa;
 - Richard Li Tzar Kai;
 - Stephy Tang

Step 4. Teacher summarises:

- According to the Gospel, Jesus told his disciples and others to call Him "teacher". But the disciples' understanding of "teacher" and the teachings of Jesus on "teacher" were quite different.
- Jesus taught us that humbleness is an important quality of being a teacher or a leader. Thus, we can use it as a criterion to decide who can become our teacher or leader.

Extended Activities:

1. Teacher asks students to study the teachings of some great spiritual mentors in modern times, such as Ven Thich Nhat Hanh and Mother Teresa, so as to understand:
 - Their outstanding qualities;
 - The qualities which they encourage their followers to cultivate;
 - The ways they help people nurture the above qualities, e.g. speeches, publications etc.;
 - The similarities and differences of their teachings and actions compared to those of Jesus.
2. Teacher can invite students to do sharing in the following period.



Appendix 1: Information cards for debate



Reference information for Proposition's argument

- The most important quality of a teacher is humbleness, so that he can be the role model for the students.
- The most important quality of a teacher is humbleness, so that he is broad-minded and can absorb different knowledge and pass unto the next generation.
- The most important quality of a teacher is humbleness, so that the students are able to understand that personalities are more important than knowledge.

Reference information for Opposition's argument

- The most important quality of a teacher is not humbleness but extensive knowledge, so that he can pass accurate knowledge onto students.
- The most important quality of a teacher is not humbleness but dignity, so that the students will respect him, enhancing the effectiveness of teaching.
- The most important quality of a teacher is not humbleness but vigor, so that he can be fueled to answer numerous questions from students.

Appendix 2: Incarnation of Humbleness



**Accommodate
different thoughts
and opinions**

Willing to listen

**Respect each
other**

Sincere faith

**Have a profound
understanding of
knowledge**

Lively

**Keep a neat and
tidy outlook**

**Be others'
supporter**

Material 1: Religious rituals of Jewish teachers

1. Wearing of phylacteries/ Mezuza

- Jewish teachers liked making their phylacteries, the boxes containing scripture verses, wider than usual. In Ex 13: 9, God commanded: "This observance will be a reminder, like something tied on your hand or on your forehead;" To observe the command, the Jews wore phylacteries when they prayed. Except for Sabbath and special religious days, they wore phylacteries every day.
- Phylacteries were made of leather. One was tied on the wrist and the other on the forehead. To attract people's attention, the Pharisees not only tied up phylacteries with Torah, they used extra large phylacteries as well. They wanted to show people how obedient they were to the Law and how pious they were.

2. Lengthened tassels on their cloaks

- Jewish teachers wore cloaks with long tassels. Sewing tassels alongside the cloaks made them think of God's commands when they saw the tassels.
- The tassels were stitched on the four corners of the cloak. Later, they also stitched tassels on the tunic.
- There are still tassels on the talliths (prayer shawls) of the Jews nowadays. Pious Jews wear these shawls when they pray. They tend to make the tassels very large, making them look pious. What they did was not to remind people about the laws but to attract others' attention.

3. Fond of the honorable seats at feasts

- They liked to sit on the honorable seat on the right side of the host during feasts.
- They liked sitting in the front seats at synagogues. Only children and unimportant people sat at the back. The closer to the first, the more honorable they were. The most honorable of all was the seat facing the Elders of the congregation. Anyone who sat there would be seen by all people. No one could miss his pious behaviour during the worship.

4. Fond of being called teachers

- They liked being called teachers and enjoyed the most respectable treatment.

Material 2: Jesus' teaching on the identity of a "teacher"

1. Reasons why Jesus forbade the audience to call anyone on earth "teacher"

- Jesus did not want the audience to pursue being called "teacher" or "leader" because only God and Christ deserved these titles.
- "Teacher" was a superior word. They led the way and gave people directions.

2. The only teacher was "Christ"

- Only Christ deserved respect: since the Jews respected the teachers very much, the teachers received the most superior treatment. The Jews respected the teachers even more than their parents. Jesus said the only teacher was "Christ", meaning "Christ" deserved the greatest respect because he gave people eternal life. The words of Jesus were the real guidance of life.
- Jesus further pointed out that whoever was to be great had to humble himself and to give all his glory to God.
- Being a leader in an organisation was not a mere job or an occupation. It is rather a mission. The entrusted should not care too much about his own benefits. He should care more about pleasing God and serving people.

3. The major responsibility of a teacher is to deliver the message of God

- Jesus criticised people for emphasising the importance of institution instead of faith. He did not oppose establishing leaders in the organisation. He reminded us that the objective of establishing authority in church was to serve faith but not to use faith.
- Thus, everyone should reflect, criticise and repent. We should always be humble and be ready to serve others.

References:

1. Barclay, William (1957). *The Gospel of Matthew. Vol. II* (Chapters 11 to 28) Edinburgh: The Saint Andrew Press. pp. 314-318.
2. 陳日君 (2004) :《朝夕相隨—主日講道(甲年)》(頁 185-187) 。香港：公教報。
3. 蔡惠民(2003) :《天國驛站》，甲年主日講道，(頁 193-196) 。香港：論盡神學出版有限公司
4. 方濟會思高讀經推廣中心：主日福音釋義，常年期第三十一主日
http://www.ccreadbible.org/Members/Bona/For-Bible/GospelMeaning/sundaygospel/Year_A/OrdinarySunday21_34/31th

Worksheet 1: Recruitment advertisement for Jewish teachers

According to Mt 23: 1-7, complete the following “Recruitment advertisement for Jewish teachers” to understand the job nature and social status of Jewish teachers at Jesus’ times.

Recruitment advertisement for Jewish teachers

Qualifications required:

Skills required:

Daily responsibilities:

Social status enjoyed:

Worksheet 2: Recruitment advertisement for “the only teacher”

- A. According to Mt 23: 10-12, complete the following “Recruitment advertisement for ‘the only’ teacher”, so as to understand the qualities and mission of “the only teacher” according to Jesus.

Recruitment advertisement for “the only teacher”
Qualities required:

Responsibilities:

Social status enjoyed:

- B. According to Mt 23: 8-10, answer the following questions.

1. Compare the content of ‘Worksheet 1’ with that of ‘Worksheet 2’. What was the biggest difference on Jesus’ understanding of the identity of “teacher” and that of the Pharisees?

2. Jesus thought there is only one teacher, who was Christ himself. What was the real duty of a teacher according to Jesus? Was it simply giving instructions and regulations? Would he bring people eternal life?

3. Why did Jesus ask the disciples to remember that there was only one teacher? Did he intend to remind his disciples to follow the one and only teacher?



Material 1: Religious rituals of the Jewish teachers

1. Wearing of phylacteries/ Mezuzah

- Jewish teachers liked making their phylacteries, the boxes containing scripture verses, wider than usual. In Ex 13: 9, God commanded: "This observance will be a reminder, like something tied on your hand or on your forehead;" To observe the command, the Jews wore phylacteries when they prayed. Except for Sabbath and special religious days, they wore phylacteries every day.
- Phylacteries were made of leather. One was tied on the wrist and the other on the forehead. To attract people's attention, the Pharisees not only tied up phylacteries with Torah, they used extra large phylacteries as well. They wanted to show people how obedient they were to the Law and how pious they were.

2. Lengthened tassels on their cloaks

- Jewish teachers wore cloaks with long tassels. Sewing tassels alongside the cloaks made them think of God's commands when they saw the tassels.
- The tassels were stitched on the four corners of the cloak. Later, they also stitched tassels on the tunic.
- There are still tassels on the talliths (prayer shawls) of the Jews nowadays. Pious Jews wear these shawls when they pray. They tend to make the tassels very large, making them look pious. What they did was not to remind people about the laws but to attract others' attention.

3. Fond of the honorable seats at feasts

- They liked to sit on the honorable seat on the right side of the host during feasts.
- They liked sitting in the front seats at synagogues. Only children and unimportant people sat at the back. The closer to the front, the more honorable they were. The most honorable of all was the seat facing the Elders of the congregation. Anyone who sat there would be seen by all people. No one could miss his pious behaviour during the worship.

4. Fond of being called teachers

- They liked being called teachers and enjoyed the most respectable treatment.



Material 2: Jesus' teaching on the identity of "teacher"

1. Reasons why Jesus forbade the audience to call anyone on earth "teacher"

- Jesus did not want the audience to pursue being called "teacher" or "leader" because only God and Christ deserved these titles.
- "Teacher" was a superior word. They led the way and gave people directions.

2. The only teacher was "Christ"

- Only Christ deserved respect: since the Jews respected the teachers very much, the teachers received the most superior treatment. The Jews respected the teachers even more than their parents. Jesus said the only teacher was "Christ", meaning "Christ" deserved the greatest respect because he gave people eternal life. The words of Jesus were the real guidance of life.
- Jesus further pointed out that whoever was to be great had to humble himself and to give all his glory to God.
- Being a leader in an organisation was not a mere job or an occupation. It is rather a mission. The entrusted should not care too much about his own benefits. He should care more about pleasing God and serving people.

3. The major responsibility of a teacher is to deliver the message of God

- Jesus criticised people for emphasising the importance of institution instead of faith. He did not oppose establishing leaders in the organisation. He reminded us that the objective of establishing authority in church was to serve faith but not to use faith.
- Thus, everyone should reflect, criticise and repent. We should always be humble and be ready to serve others.
-

References:

1. Barclay, William (1957). *The Gospel of Matthew. Vol. II* (Chapters 11 to 28) Edinburgh: The Saint Andrew Press. pp. 314-318.
2. 陳日君 (2004) :《朝夕相隨—主日講道(甲年)》(頁 185-187) 。香港：公教報。
3. 蔡惠民(2003) :《天國驛站》(甲年主日講道)，(頁 193-196) 。香港：論盡神學出版有限公司
4. 方濟會思高讀經推廣中心：主日福音釋義，常年期第三十一主日
http://www.ccreadbible.org/Members/Bona/For-Bible/GosepelsMeaning/sundaygosepel/Year_A/OrdinarySunday21_34/31th