

Moral Dilemmas

Read the dilemmas below in your group and discuss.

- *How you would initially react.*
 - *What you think after taking time to think about it.*
 - *How you would feel.*
 - *What are the consequences of your decision? What if you had made the opposite decision, what would the consequences have been then?*
- *Think about consequences for all parties involved.*

1. You are out shopping with a friend and pay for an item with a £10 note, but the assistant gives you change from a £20 note. What do you do?



2. Your parents have told you that they do not want you to have a social networking page online. Not only are they forbidding it but they tell you that it's illegal. All your friends have a page and send messages and post images on it after school. You feel left out.

What do you do?

3. You have just started high school and are desperate to fit in and be part of the 'cool' group. The children have taken to you but your friend from primary school is excluded as they don't have the right image. You *really* want to be part of the 'in crowd' but feel bad about your friend. What would you do?



Challenge

Make up a challenge that may face you as you grow up. Swap this challenge with one of the other groups and discuss. Feedback to the class.

Jesus Prays

I know that Jesus' unique relationship with his Father, expressed in his prayer, is a sign of his divinity, and that his need of the Father's strength is a sign of his true humanity.

1. Copy and Complete in your jotter.

Jesus Prays on the Mount of Olives

Jesus left the _____ and went, as he usually did, to the _____; and the disciples went with him. When he arrived at the place, he said to them, "Pray that you will not _____ into _____." Then he went off from them about the distance of a _____ throw and knelt down and _____. "Father," he said, "if you will, take this cup of _____ away from me. Not my will, however, but your will be done." An _____ from heaven appeared to Him and _____ Him. In great _____ he prayed even more _____; His sweat was like drops of blood falling to the ground.



2. Look up the final two words you inserted in the dictionary and note them in your jotter.

3. Answer the following questions in your jotter in full sentences and with a good explanation and justification as your answer.

1. In this piece of scripture, we are faced with an agonizing portrait of Jesus as He prays to His Father. Give detail as to how this passage allows us to see the 'human side' of Jesus. Explain fully and if relevant give evidence from the passage.
2. This story also gives us an insight into the divinity of Jesus. Explain in your own words how this particular passage shows us the unique relationship Jesus had with His Father and how we can clearly see that He was not only human but also divine.

Comparison Study Information Sheet

A woman's life in first-century Palestine

Jewish **women** in first century Palestine had very limited legal and economic rights. It's particularly in the domain of economic rights that this is a big problem. When a girl was in the household of her father, any work that she did or wages that she earned would belong to her father. Once she married, her wages and products that she made belonged to her husband. There were very few times when she would have any sense of financial and economic independence.

A woman didn't have the right to divorce her husband, but he could divorce her. If she divorced, she would lose her children as well. Most inheritances that she received would go straight to her husband. The husband would maintain legal responsibility for the children. Palestinian Hebrew women were among the poorest in the world in Jesus' day. This was probably because they had no inheritance rights and could be divorced for the slightest of reasons. Hebrew men could divorce their wives for anything from burning the dinner (Hillel) to adultery (Shammai). Yet Hebrew women were not allowed to divorce their husbands.

There are multiple sources for knowing about women's lives in 1st century Roman Palestine, such as the Bible, texts from known writers, early Rabbinic materials, which provide a good deal of information. There's also archaeological evidence and material culture to give us clues about how women lived and what kind of houses they lived in. There is a great deal of information about Roman women's lives in Roman texts and novels throughout the provinces of Rome.

Mary, like most Jewish women and girls of her time, would have spent most of her day working. Almost as soon as she could walk, she would have been helping out with the many chores it took to keep daily life going. Stoves needed to be tended, beds needed to be made, homes needed to be kept in repair, food needed to be prepared, animals needed to be tended whether one was on a farm or in a village. Food needed to be prepared for the future, so meat and vegetables needed to be preserved for future times as well. Water had to be drawn from cisterns and from wells. An incredible amount of work had to be done every day and it was done mainly by women and girls.

People at this time ate a fairly straightforward diet. Most days people would have eaten lots of bread from wheat or barley, cereals or gruels. Olives, dates

and figs were also eaten. Meat was eaten every now and again, usually after a big festival and the slaughtering of a lamb or goat. A lot of wine was drunk too.

A Hebrew woman had minimal to no property rights. Theoretically she could inherit land, but in practice male heirs had priority. Even if she did inherit property, her husband had the right to its use and its fruits. A woman's primary sphere was in the home, where hospitality was her special care. Women did lead table prayers and festival candle lighting ceremonies.

*Use the internet to explore this topic further

Comparison Study

After reading the information from the sheet, complete the 'I can' and 'I can't' statements in the speech bubbles to show the differences between the role of women today and during the time of Jesus.

First Century Palestinian Woman

I can

I can't

I can

I can't

I can

I can't

Modern Day Woman

I can

I can't

I can

I can't

I can

I can't

Jesus and First-Century Palestinian Women

He ignored
ritual impurity
laws.

Mark 5:25-34

He talked to
foreign women.

John 4:7 - 5:30

He taught
foreign women.

Luke 10:38-42

He used
terminology which
treated woman as
equal to men.

Luke 13:16

Luke 7:35 - 8:50

Jesus and First-Century Palestinian Women

He accepted
woman in his
inner circle.

Luke 8:1-3

He appeared first
to one or more
women after his
resurrection.

Matthew
28:9-10

Mostly women
were present
at Jesus'
Crucifixion

Matthew
27:55-56

He told parallel
male/female
stories.

Luke 2: 25-38

Jesus and First-Century Palestinian Women

He expressed
concern for
widows.

Luke 2:36

Divorce.

Mark
10:11-12

Jesus and First-Century Palestinian Women

- Mark 5: 25-34
- John 4:7 to 5:30
- Luke 10:38-42
- Luke 13:16
- Luke 7:35 to 8:50
- Luke 8:1-3
- Matthew 28:9-10
- Matthew 27:55-56
- Mark 15:40-41
- Luke 2:25-38
- Luke 2:36
- Mark 10:11-12

Temptation in the Wilderness

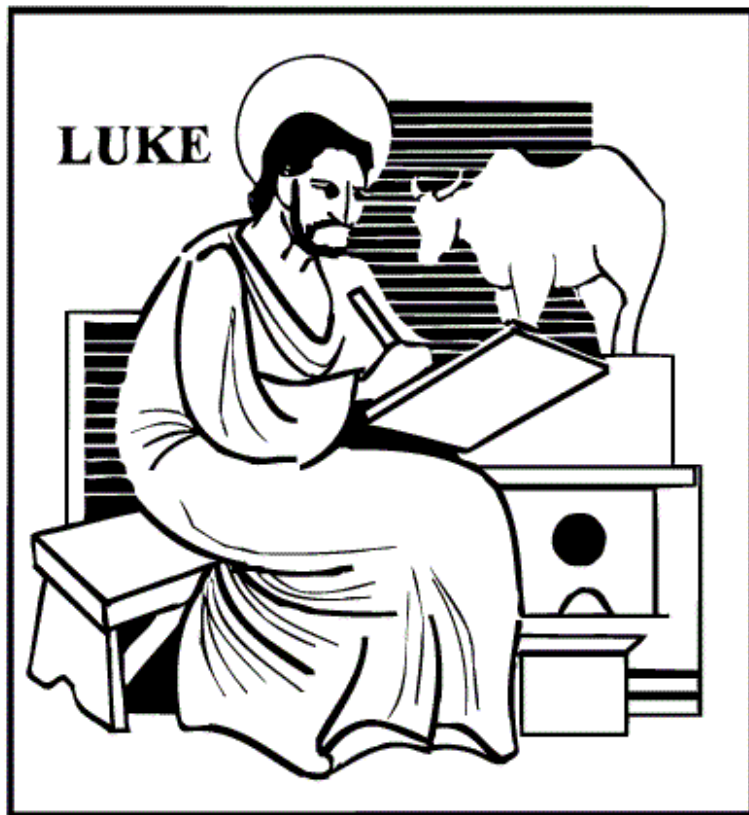
Read from the Bible Luke 4:1-13

Answer the following questions in your jotter. Then colour, cut and stick the picture opposite.

1. How long did Jesus fast in the wilderness?
2. What did the devil want Jesus to use to make food?
3. How had God fed the children of Israel when they were in the wilderness?
4. What did the devil say he would give Jesus if he would worship him?
5. Who really rules in the kingdoms of men?
6. How did Jesus answer Satan each time?
7. What did Satan say would happen if Jesus jumped off the top of the temple?
8. Who came to comfort Jesus when Satan left him?



Saint Luke



St. Luke was born in Antioch, although it is unknown when other than it was around the time of Jesus. He was a gentile doctor who was a good and kind man. He heard about Jesus from the great apostle Paul and soon became a Christian. The Bible calls Luke "the beloved physician."

After becoming a Christian, he went everywhere with St. Paul. Luke was a great help to him in spreading the faith in Greece and Rome. He was with Paul when he was shipwrecked and through other dangers as they travelled from place to place.

St. Luke wrote two books in the Bible: the Gospel of Luke and the Acts of the Apostles. Although he did not meet Jesus while he was on this earth, he wanted people to know and love Jesus like he did.

So, he talked to people who knew Jesus. He wrote down all that they had seen Jesus do and heard Jesus say.

Saint Luke spent time with Mother Mary learning all he could about Jesus from her. From Mary he heard about how the angel Gabriel appeared to her at the Annunciation. He also heard all about the birth of Jesus in Bethlehem and the flight of the Holy Family into Egypt.

Luke also wrote the story of how the apostles began to teach and spread the good news after Jesus went back to heaven. It is in Luke's book, The Acts of the Apostles that we learn how the Church began to grow and spread.

St. Luke is the patron saint of doctors. We believe he died in Greece although it is not known when although we do know that it was after the Resurrection. He is one of the four evangelists, or Gospel writers.

His feast day is celebrated on the 18th of October.

Jesus Fulfills the Expectations of His Ministry

I know that Jesus fulfilled these expectations in his ministry (Luke 4: 16-22)

Isaiah's prophecy fulfilled, by reaching out especially to those considered outsiders.

Bible Reference _____ Title of the Story _____

Write a summary of the Bible reading.



How does the story relate to the messianic prophecy of Isaiah?

The Last Supper

In your Group, discuss and answer the following:

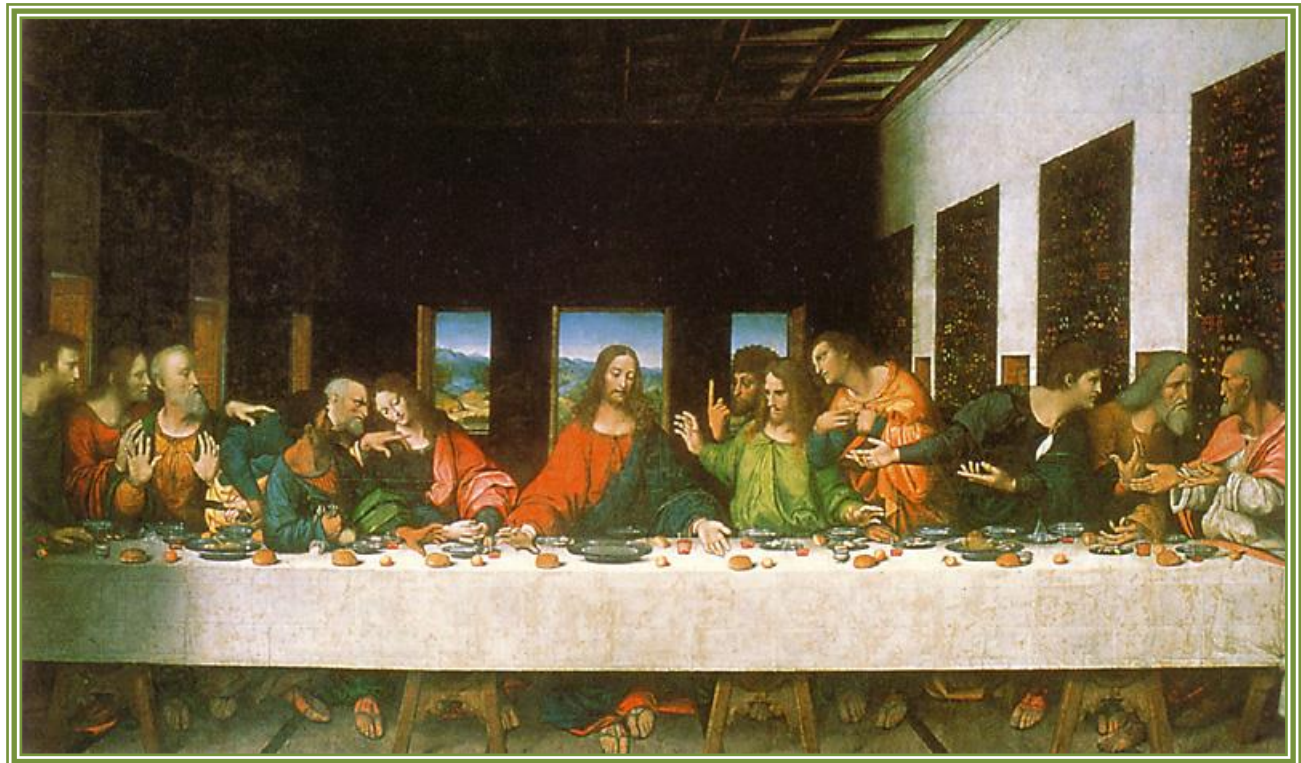
About The Composition of the Painting

- What three significant things happened at the Last Supper?
*Use a Bible to help you.
- Which one of these three things does this painting represent?
- What are your first impressions of the painting?
- Can you identify a numerical significance in this painting?
- Which people does this painting focus on?
- How does it highlight the emotional chaos in the scene?

About the Subject of the Painting

- How are the characters reacting in the painting?
- What are the characters reacting to? What has just happened?
- Which character to you think is Judas? How did you identify him?
- What does the artist show you about Judas?
- Which of the characters is Jesus? How did you identify Him?
- What does the artist show you about Jesus?
- Find **one verse** from scripture which describes the exact moment that the painting has frozen in action?

Hint: Matthew 26:26-35 Luke 22:14-23 Mark 14:22-31 John 13:21-34



The Last Supper (Teacher's Notes)

I know that at the Last Supper Jesus said, "This is my Blood, the Blood of the new and everlasting covenant. It will be shed for you and for many, so that sins may be forgiven. Do this in memory of me."

I am able to link this to the Mass.

About The Composition of the Painting

- What three important and significant things happened at the Last Supper?
 - Jesus Washes the feet of His Disciples.
 - Judas betrays Jesus.
 - Jesus gives the bread and wine as His Body and Blood.
- Which one of these three things does this painting represent?
 - Jesus gives the bread and wine as His Body and Blood.
- What are your first impressions of the painting?
 - Children's own opinions
- Can you find a numerical significance in this painting?
 - The number 3. This is believed to reference the Holy Trinity. Groupings of 3 Apostles, the 3 windows behind Jesus, 3 sides of a triangle that shapes Jesus' figure and outstretched arms, the triangular shape which is formed between the groups of three characters all are telling you there is something important about the number three.
- Which people does this painting focus on?
 - The obvious point of attraction is Jesus as the central figure.
- How does it highlight and contrast the emotional chaos in the scene?
 - Discuss 'emotional chaos' and what this means. Amidst the arguing Jesus seems calm and the group of three beside him are not reacting as the others are or how we would expect them to be reacting. One is holding a bag of coins, the other a knife and the third seems to be asleep.

About the Subject of the Painting

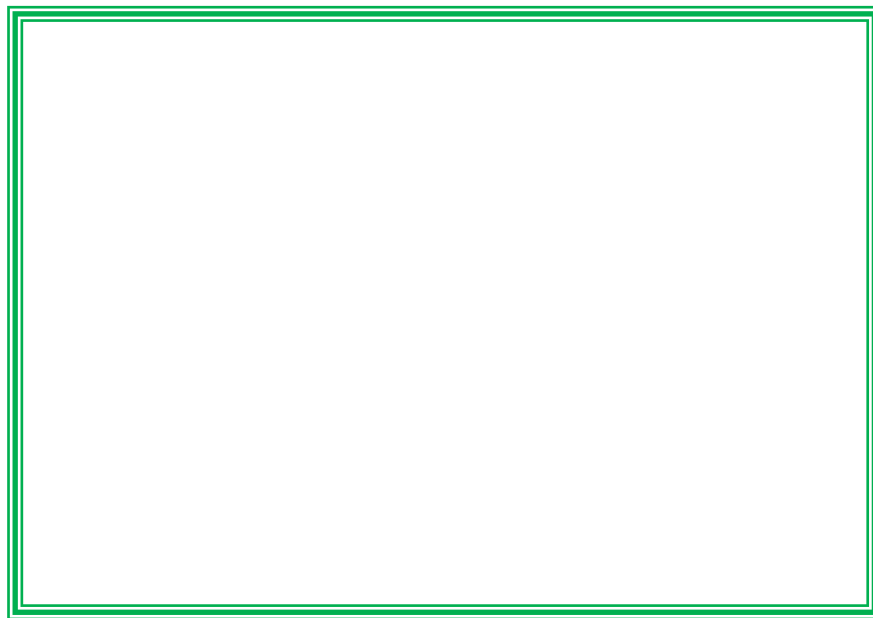
- How are the characters reacting in the painting?
 - The majority of the characters are arguing and acting shocked.
- What are the characters reacting to? What has just happened?
 - Jesus has announced that someone is going to betray Him. Hence the focus on Judas.
- Which character to you think is Judas? How did you identify him?
 - Judas is withdrawn and taken aback. He clutches a small bag, and this is believed to be normal as he was treasurer of the group. It also signifies his blood money. Peter looks angry and clutches a knife to defend Jesus and the youngest Apostle, John, just faints flat.
- Which of the characters is Jesus? How did you identify Him?
 - Jesus is the central figure. He is calm and doesn't appear angry that someone is going to betray Him. He is accepting of what fate lies in front of Him.
- Find one verse from scripture which describes the exact moment that the painting has frozen in action?
Tip: Matthew 26:26-35 Luke 22:14-23 Mark 14:22-31 John 13:21-34

**The children can choose a verse from scripture which relates to the point when Jesus announced that someone at the table is going to betray Him.*

Care Cake Recipe

Create a recipe using some unusual ingredients. If someone followed your recipe, they would be able to care for others as Jesus asked us to.

The ingredients will be made up of things that people do to help and care for one another. Decide how to decorate it to make your own unique 'Care Cake'. There are some words at the bottom of the page to help you or you can use your own.



Ingredients

For example, 1 teaspoonful of kindness

1 teaspoonful of

$\frac{1}{2}$ tablespoonful of

2 cups of

100g of

200g of

_____ of

_____ of

_____ of

Method

- Turn the oven to 180°C
- Prepare a 20mm cake tin by greasing the sides with _____.
- Using a large bowl, first add the _____ and the _____
- Mix these well using a _____
- Then, melt some _____ and add it slowly, mixing well
- Add the _____ and stir.
- Sift through the _____ and _____ together
- Add them to the mixture
- Now add the _____.
- Place the mixture into the cake tin and bake for 30mins or until golden brown

When the cake is cooled decorate it. You can design your cake in the box above.

sharing, helping, helpfulness, caring, giving, listening, waiting, serving,
talking, comforting, encouraging, cheering, praising, clapping, noticing

The Passion - Sequencing Activity

Cut and stick the events of 'The Passion' in the correct order in your jotter.

Jesus is insulted and mocked

Jesus is sent to Herod

Jesus is betrayed and arrested

Religious leaders condemn Jesus

Jesus dies on the cross

Jesus forgives the repentant thief

Jesus and his disciples partake in the Last Supper

Soldiers cast lots for Jesus' clothes

Jesus is brought before Pilate for the first time

Jesus takes up His cross and carries it to Calvary

Jesus is crucified

Jesus is sentenced to death

Jesus is brought before Pilate for the second time

