

MODEL UNIT
BAND A
LEVEL 1

FRIENDS OF JESUS

LIFE CONCEPT: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES

YEAR:..... SUGGESTED DURATION: 4 weeks (approximately 100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② 3

UNIT-SPECIFIC GOALS (highlighted)

1. GOD CALLS PEOPLE TO FOLLOW JESUS

- 1a** explore Bible stories of Jesus and his disciples
- 1b** identify ways Jesus is a friend
- 1c** explore the benefits of being a friend of Jesus

2. JESUS' DISCIPLES ARE FORGIVEN AND FORGIVING

- 2a** investigate the Christian understanding of forgiveness
- 2b** identify situations where forgiveness is needed
- 2c** investigate ways of showing forgiveness to others

3. JESUS' DISCIPLES LIVE BY GOD-GIVEN VALUES AND ETHICS

- 3a** explore Bible stories in which people make choices
- 3b** identify choices people make in everyday life
- 3c** consider the consequences of choices they make

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Retell a story of Jesus and his disciples. (1a,1b,1c)
- Dramatise or illustrate times when forgiveness is needed and ways of showing forgiveness. (2b,2c)
- Describe ways Jesus was a friend to his disciples. (1a,1b,1c)

ASSESSMENT STRATEGIES

- ⇒ puppets or illustration
- ⇒ work samples
- ⇒ puppets

UNIT SUMMARY

Students hear about the people whom Jesus chose to be his friends. Students learn that Jesus helps his friends, teaches his friends, loves his friends and gives them an important job to do. Students each make a 'friend of Jesus' puppet which they use throughout the unit to retell and interpret the stories. At the end of the unit students use their puppets to tell what they have learnt about Jesus being a friend.

UNIT NOTES

This unit uses the term 'friends of Jesus' to describe Jesus' disciples.

At the beginning of this unit students make their own puppet (from a cylinder or paper cup) to represent a 'friend of Jesus'. These will be used throughout the unit, so they will need to be sturdy, clearly named, and kept in a safe place.

A song set to the tune of *Let's go walking* (Teacher Resource Sheet [TRS] A1/1) can be used to introduce each section. Invite students to come along, and use miming activities to help students imagine themselves with Jesus.

WORDS TO KNOW

friend forgive

INTRODUCTION

1. FRIENDSHIP

Choose from the following activities to introduce the theme of friendship. These need not be done in the Christian Studies time frame.

- Share fiction books about friendship.
- Watch a television program in which friends interact with one another.
- Allow time for students to be with their friends. Then talk about the things they have done together.

DEVELOPMENT

2. JESUS CHOOSES HIS FRIENDS

(Matthew 4:18–22; 9: 9–13; 10:1–4)

The students' experience: Ask students: 'If someone says to you, "Will you be my friend?", what would you do or say?'

Students draw a picture of themselves with a friend, and write (or the teacher scribes) a caption.

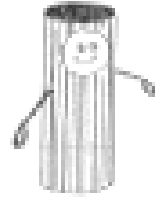
The Bible story: Tell students they will be hearing stories about Jesus' friends. The first story is about Jesus telling some people that he wanted them to be his friends.

Sing and act verses 1,2 and 3 of *Let's go walking* (TRS A1/1).

Tell the story of Jesus calling his disciples, or read *The Lion First Bible*, story 38. Discuss: What sort of people did Jesus choose to be his friends?

Show students pictures of people from various ages, cultures and occupations. Ask students: 'Imagine Jesus was choosing his friends today, which people do you think he would choose?' Summarise by telling students that the Bible tells that Jesus wants all people to be his friends.

Demonstrate the technique of making puppets by making a puppet to represent Unit Notes and You Will Need). makes a puppet that they will use as a 'friend of Jesus'. Students may puppet a name.



Students use the puppets to act in which Jesus (the teacher) tells to come with him.

3. JESUS HELPS HIS FRIENDS

(Matthew 8:23–27)

The students' experience: Students share stories of times when they were in trouble/danger and a friend helped them. Students could illustrate this.

The Bible story: Students collect their 'friend of Jesus' puppets. Sing verses 1,2 and 4 of *Let's go walking* (TRS A1/1) and role-play activities to help students imagine they are in a boat with Jesus.

Use dramatic storytelling to present the story of Jesus calming the storm. Discuss:

- How do you think Jesus' friends felt during the storm? Do you think they still wanted to be friends of Jesus? Why/why not?
- How do you think Jesus' friends felt after he had stopped the storm?

Choose from the following activities:

- Students work in groups and use their puppets to retell the story. (Use a box for a boat, crepe paper for the water.)
- Students each use their puppet to imagine they are one of the disciples and are telling someone what happened to them. What would they say?
- Students illustrate the story in their books.

4. JESUS TEACHES HIS FRIENDS

(Matthew 18:21,22)

The students' experience: Ask students to identify people who help them when there is something they don't understand or when they have a question they want answered, eg parents, teachers, other friends. Students could illustrate some of these people.

The Bible story: Tell students that when Jesus' friends had a problem, they were able to go to Jesus and ask him. This is what

happened when Peter, one of Jesus' friends, had a problem.

Sing and act verses 1,2 and 5 of *Let's go walking* (TRS A1/1). Use the Jesus-puppet and one of the students' puppets to act the scenario on TRS A1/2 Part One.

Discuss:

- How was Peter feeling after someone had done something wrong to him? Can you think of times when you have felt this way?
- How do you think Peter felt when Jesus told him to forgive? Would this be easy? Why/why not?

Students identify times when someone has done something to upset them. Discuss these and help students identify simple strategies which demonstrate forgiveness, eg inviting the person to play with you, sitting next to the person.

Students could

- use their puppets and make up plays about forgiveness. Make a Jesus-puppet available for students to use if they wish;
- role-play strategies which demonstrate forgiveness;
- illustrate two scenes, the first showing a problem in relationships and the second showing what happened with forgiveness.

5. JESUS LOVES HIS FRIENDS

(Mark 9:33–37)

The students' experience: Ask students to recall occasions when they have done something wrong, but their friends or parents have continued to show that they love them.

The Bible story: Tell students that Jesus' friends sometimes said or did things that upset Jesus.

Students collect their 'friend of Jesus' puppets. Sing and act *Let's go walking* verses 1,2 and 6.

Use the Jesus-puppet and some of the students' puppets to act out a scenario using TRS A1/2, Part Two.

Discuss:

- How do you think Jesus felt when he heard his friends arguing? Why?
- How do you think Jesus' friends felt when Jesus reminded them that he loved them all? Why?

Choose from the following activities:

- Students use their puppets to retell the story in their own words.

- Students use their puppets to add their own ending to the story, eg what the disciples said after they were assured that Jesus loved them all.

Optional: You may like to include the story of Jesus washing his disciples' feet at this point (John 13). This is another example of Jesus showing his love for his disciples and at the same time teaching them what to do for others.

RESPONSE

6. JESUS GIVES HIS FRIENDS A JOB

(Matthew 28:18–20)

The students' experience: Students identify jobs that they do, either in the classroom or at home. Praise students for the way in which they help, reminding them that their contribution is valued and important.

The Bible story: Tell students that Jesus once gave his friends a very important job to do.

Students collect their 'friend of Jesus' puppets. Sing and act *Let's go walking* verses 1,2 and 7.

Seat the students and their puppets around you. Use the Jesus-puppet to talk to the students' puppets. Make this an informal conversation, perhaps praising them for the way they have been a good friend and thanking them for the way they have helped. As part of the conversation, tell them you have one more important job for them to do. This is what it is:

Go to the people you know and tell them that I want to be their friend. Go to people in other towns and countries. Tell them about me and that I want to be their friend too.

Discuss:

- What do you think Jesus' friends thought when they were given this job?
- Do you think it would be easy or hard to tell people that Jesus wants to be their friend?
- How would you tell someone that Jesus wanted to be their friend?

As a concluding activity students use their puppets to show what they think the disciples might have said to tell someone about Jesus and what a good friend he is. This could be done in front of the class, in small groups or in pairs.

Alternatively, students could write (or the teacher scribes) a caption which begins *Jesus is a good friend because . . .* Display captions with the puppets.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> <i>The Lion First Bible</i><input type="checkbox"/> fiction books or videos with a theme of friendship<input type="checkbox"/> materials for students to make their own puppets, eg paper cups, cylinders, scraps of material or paper, pipe cleaners, textas etc | <ul style="list-style-type: none"><input type="checkbox"/> simple props to help students retell stories<input type="checkbox"/> pictures of people of varying ages and occupations<input type="checkbox"/> music (or the tune) for the song <i>Let's go walking</i> (ABC Playschool songbook) |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Students relate what is read to their own knowledge and experience; identify plot, setting and characters; extend vocabulary through language use. *Everyday Texts:* Speak audibly, pronounce clearly, order ideas.

THE ARTS: *Drama:* Improvise short scenes based on familiar situations; use given stories as the basis for drama; shape their drama with puppetry; share part of their drama with a familiar audience. *Visual Arts:* Demonstrate simple manipulative skills in collage and assemblage; work with others on projects.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to students' use of puppets and their understanding of the Bible stories used in this unit?

How did I respond to the range of students' understanding about being a friend of Jesus? Did I allow students freedom to give their own response?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

SONG

The following words are sung to the tune of the children's song, *Let's Go Walking*. Music for this is found in the ABC Playschool songbook.

Walk with the students as you sing and act the song, leading them to the place where you will tell the story.

1. Let's go walking, walking, walking.
Let's go walking
far, far away.
2. Let's find Jesus, Jesus, Jesus.
Let's find Jesus.
Where is he today?
3. Down by the seaside, seaside, seaside,
down by the seaside.
What will he say?
4. Out in a sailing boat, sailing boat, sailing boat,
out in a sailing boat,
sailing away.
5. He's talking to Peter, Peter, Peter.
He's talking to Peter.
What will he say?
6. He's walking to his home town, home town, home town.
He's walking to his home town,
walking all the way.
7. He's giving them a job to do, job to do, job to do.
He's giving them a job to do.
I wonder what it is.

SCRIPT FOR PUPPET PLAYS

Use the following script, or adapt it to meet the needs of your students.

You may want to ask older students or adult helpers to read some of the parts.

PART ONE

Peter: Jesus, do you remember that friend of mine who borrowed my fishing net? He didn't give it back for ages, and when he did it was all torn.

My good net! I told him to be careful! Now I'll have to get a new one. It makes me so mad. Do I have to forgive him? Surely he should buy me a new one.

Jesus: Yes, Peter. You must forgive him.

Peter: How many times do I have to forgive? Is seven times enough?

Jesus: No, Peter, seven times isn't enough. I want you to forgive people every time they do something wrong to you. It doesn't matter if they only do it once, or if they keep doing it again and again.

Peter: But that's hard!

Jesus: Yes, it's hard. But that's what forgiveness is about. When you do something wrong, Peter, I love you and forgive you. You are still my friend. I want you to forgive other people, just because I forgive you.

PART TWO

Jesus and his friends had been busy. They were feeling tired and now they were going back to Jesus' home town. On the way they started to argue.

Puppet 1: Come on, hurry up! I'm tired.

Puppet 2: O be quiet! You're always complaining. Can't you see that everyone is tired?

Puppet 1: Well, I bet they're not as tired as me. Do you know that last night I stayed up talking with Jesus long after you others had gone to bed. We talked and talked about a lot of things.

Other puppets: What sort of things?

Puppet 1: Just about why he wants to help so many people. He probably told me these things because he thinks I'm the one who can do the most important things and help him the best.

Other puppets: What do you mean? Jesus doesn't think any of us are better than the others.

Puppet 2: Well, I've noticed that Jesus often asks me to do important things for him.

Puppet 1: You? He does not.

Puppet 2: He does too.

Other puppets: Now, come on, you two! Don't you know that Jesus loves us all? That's why he asked us to be his friends.

Puppet 1: Yes, but I'm his best friend.

Puppet 2: You're not.

Other puppets: Shh! We're nearly at the house. Don't let him hear you arguing.

Jesus and his friends walked on to the house where Jesus would stay. When they got there, Jesus talked to his friends.

Jesus: What were you arguing about on the way here?

Puppets (among themselves): Oh, nothing . . . Go on, tell Jesus . . . No . . . Go on . . . All right. We were talking about whether you thought one of us was more important than the others.

Jesus: Don't you know that you are all my friends and you are all important to me? And now I'm going to tell you what you have to do, if you want to do the things that are really important.

All puppets: Tell us . . . what is it?

Jesus: The most important thing is that you help others.

Several other puppets: Is that all?

Jesus: (*touches one of the students*) Help little children, help old people, help those who are sick or sad. Help everyone who needs it. That's how you can show you are my friends.