

**MODEL UNIT  
BAND B  
LEVEL 2**

# WHAT'S IMPORTANT?

**LIFE CONCEPT: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES**

YEAR:..... SUGGESTED DURATION: 4-5 weeks (135 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① 2 ③

## UNIT-SPECIFIC GOALS (highlighted)

### 1. GOD CALLS PEOPLE TO FOLLOW JESUS

- 1a explore stories of Jesus calling the first disciples to follow him
- 1b explore what it means to learn from Jesus as a disciple
- 1c explore the changes following Jesus brings to people's lives

### 2. JESUS' DISCIPLES ARE FORGIVEN AND FORGIVING

- 2a investigate the impact of God's forgiveness on the lives of people
- 2b explore the benefits of confession and forgiveness
- 2c explore ways they can show forgiveness in the school and family

### 3. JESUS' DISCIPLES ARE CALLED TO LIVE BY GOD-GIVEN VALUES AND ETHICS

- 3a investigate the Ten Commandments and their purpose
- 3b explore the meaning of Jesus' 'new commandment' for people's lives
- 3c identify the influences in society which affect decision-making

## STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES	ASSESSMENT STRATEGIES
Describe the important things in their life and what influences their choices. (3c)	⇒ work sample, TRS B2/1
Describe the purpose of the Ten Commandments for the Israelites. (3a)	⇒ work sample
Describe the meaning of Jesus 'new commandment'. (3b,1c)	⇒ class chart
Illustrate the implications of Jesus' teachings and actions for Christians today. (3b,1c)	⇒ summary of Luther's explanation to Second Part of the Apostles' Creed / mural

## UNIT SUMMARY

Followers of Jesus learn from him what is important in life. Students identify the things in their lives which are most important to them and the things which influence their choices. They explore the purpose of the Ten Commandments for God's chosen people. They investigate the meaning of Jesus' new commandment and the way Jesus showed people what is important to God. They identify the implications of Jesus' teachings and actions for Christians today.

## UNIT NOTES

Christians believe that God's people look to God to tell them what's important. The Ten Commandments and the law of love are God's way of showing people what's important.

During this unit students may make two murals, one which looks at the implications of the Ten Commandments for the Israelites and the other at living today according to Jesus' 'new commandment' and in response to his actions. If you do not have sufficient time for murals, consider alternative ways of identifying what it means to live as God's people.

In order to prompt honest responses to the first section of the unit: *Things which are important to me*, have students explore the questions about what is important to them in a time slot you would not normally timetable for Christian Studies.

## INTRODUCTION

### 1. WHAT'S IMPORTANT TO ME?

Ask students to illustrate the five most important things in their lives, recording why they are important and how they show that these things are important. See Teacher Resource Sheet (TRS) B2/1.

Provide a model for the students, eg:  
*Most important thing in my life:* football.  
*Reasons:* All my friends like football. I like to play it and watch it on television.  
*Ways I show that it is important:* I spend my free time playing or watching football, I buy football magazines, I talk to friends about it.

Students work in groups to compare their lists and collate information. Consider using bar graphs to illustrate the collated information. Students use TRS B2/2 to record results and to focus on the influences which affect the choices they make.

Each group chooses a reporter to share their findings with the class. As a class identify any common influences and ways people show that something is important to them.

This activity could lead to discussions about the positive and negative influences of peer pressure or advertising.

Optional: Each student makes a collage poster of photographs, drawings or pictures from magazines of those things which are important to them. Display the posters. Students guess which collage belongs to which student.

## DEVELOPMENT

### 2. GOD TELLS HIS PEOPLE WHAT'S IMPORTANT

Tell the students that the Bible describes how God had rescued his people from Egypt and wanted them to be his special holy people through whom he would bless all people. God gave his people the Ten Commandments, which told them what it means to be God's people and what is important to God.

Students either individually or in pairs read the Ten Commandments from the Bible (Exodus 20:1–21) or from a Bible story book.

Students record the Ten Commandments, choosing the form they wish for their presentation, eg as clay tablets, as a parchment scroll, as a modern legal agreement or document, or in computerised form. Or students imagine they are God writing a special letter to the people he loves. Include the Ten Commandments in the letter.

For the following activity the students will only **briefly** explore the implications of the Ten Commandments.

Students imagine what they would see if they visited the Israelite community and the people were living as God's people according to the Ten Commandments.

Discuss in groups and record:

- How would the people act towards God? (worship only God, pray to him)
- How would they act towards each other? (not hurt, speak kindly).
- How would they treat each other's property or belongings? (not be envious, help to care for it).

Identify and discuss reasons the people would want to live as God's people. Students create a mural illustrating the Israelites living as God's people.

### 3. JESUS TELLS PEOPLE WHAT'S IMPORTANT TO GOD

The Bible says that just as God chose Israel to be his special people in the Old Testament and taught them how to live, so Jesus taught people what is important to God.

Students investigate what Jesus said in Mark 12:30,31 about living as God's people and what is important to God. The Ten

Commandments give further information about what these two commandments mean.

Students read Romans 13:8–10. Discuss:

- What did Paul learn and teach about the commandments as a follower of Jesus?

Students work in groups. Each group makes two charts. One chart has the heading: **LOVE GOD**, the other has the heading: **LOVE OTHER PEOPLE AS YOURSELF**.

Students list the ways people demonstrate that they love God and love other people. Students use books which give further information about living according to these commandments, such as Luther's *Small Catechism* and *Follow Me*.

Encourage students to focus on the things that people should do rather than on what they should not do, eg speak well of people, care for people in trouble, pray to God. Include something from each of the Ten Commandments on the charts.

#### 4. JESUS SHOWS WHAT'S IMPORTANT TO GOD

The Bible describes how Jesus didn't just teach about living as God's people; he showed people how to do it. His followers learn from his example.

Students work in groups and make charts with the same headings as the previous ones.

They work with illustrated Bibles or Bible story books to find pictures (or section headings) which show how Jesus demonstrated love for God (eg spent time in the temple, prayed, obeyed God) and how he demonstrated love for others (eg healed the sick, taught people about God's love, fed the hungry, gave his life). See Bible References Menu.

Each group discusses and chooses which action of Jesus they feel was the greatest demonstration of his love for all people (see TRS B2/3).

Jesus told his followers and demonstrated to them what is important to God. Christians believe that Jesus' followers are never able to live perfectly the way Jesus lived and the way he taught them to live. Jesus taught his followers to ask God to forgive them when they fail to live the way they should. Jesus' followers trust that they are forgiven because they believe that Jesus gave his life to pay for their sins.

Tell students that people who believe in Jesus as their Saviour and Lord try to follow the example he gives of living as God wants people to.

Students to discuss the following questions:

- Do you think that followers of Jesus are able to live up to what God wants all the time? Give examples.
- What do you think happens when Jesus' disciples are not able to live up to what God wants?

Students read Luther's explanation of the Second Part of the Apostles' Creed to identify what Jesus' death and resurrection means for followers of Jesus, particularly when they are not able to live the way God wants.

Students write a summary in their own words.

## **RESPONSE**

### **5. WHAT'S IMPORTANT TO GOD'S PEOPLE TODAY?**

The students explore what it means to live as God's people today.

Students use the charts they made about loving God and loving others, the information about the way Jesus showed love to people, and Luther's explanation of the Second Part of the Apostles' Creed as resources for the following activity:

Students make a mural which illustrates what their community would look like if they lived as people who 'belonged to God'. Include in the mural the motivation for living as 'God's people'.

Students could consider other creative ways to present this information to the class, such as a rap, song, overhead transparencies with appropriate text, role-play/drama.

## YOU WILL NEED

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|--|---|
| <input type="checkbox"/> photocopies of TRS B2/1, B2/2, B2/3, for students | <input type="checkbox"/> materials to display commandments          |
| <input type="checkbox"/> magazines   | <input type="checkbox"/> paper for mural                            |
| <input type="checkbox"/> Bibles, Bible story books                         | <input type="checkbox"/> Luther's <i>Small Catechism, Follow Me</i> |

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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. Map plot structure. *Everyday Texts:* Develop discussion and problem-solving skills. Report findings, present a written or spoken report.

**HEALTH:** *Challenge, Risk and Safety:* Peer group influence. *Community Practices:* Standards of behaviour and their purpose. Develop codes of behaviour to enhance cooperation and relations.

**SOCIETY AND THE ENVIRONMENT:** *Investigate:* Gather, organise and interpret information, draw conclusions. Identify, analyse and clarify values. *Communicate:* Appropriate ways of presentation, use a variety of formats. *Participate:* Negotiate and agree on roles, contribute to decision-making, cooperation skills. *Social Systems:* Need for rules, how decisions and laws are made.

from the National Statements and Profiles

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' attitudes about what influences them when making choices?

How did I respond to the range of students' understanding regarding the Christian belief about living as God's people?

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?

# MY CHOICES

List the five things  
which are most important in your life  
— they may be people, interests, ideas, possessions, talents —  
the things that mean most to you.

	<b>What's IMPORTANT</b>	<b>Why it's IMPORTANT</b> (What influenced you to choose this?)	<b>How I show that it's IMPORTANT</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			

In your group collate the information about important things in people's lives.

<b>THINGS WHICH INFLUENCE OUR CHOICES</b>	
List the reasons students gave for choosing certain things as important to them, eg my friends like to do it.	Tally the number of times the same sort of reason is given

✓ Tick the three most frequently given reasons for choosing something as important.

<b>WAYS WE SHOW SOMETHING IS IMPORTANT TO US</b>	
List the ways students show that something is important to them	Tally the number of times the same sort of way is given.

✓ Tick the three most frequently given ways of showing something is important.

Write your feelings or comments about what your group has discovered. \_\_\_\_\_

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