

**MODEL UNIT
BAND B
LEVEL 3**

FORGIVEN AND FORGIVING

LIFE CONCEPT: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES

YEAR: **SUGGESTED DURATION:** 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

Summarise David's prayer for forgiveness, Psalm 51. (2a,2b)

Retell a Bible story which shows the impact of Jesus' forgiveness on the lives of people. (2a,1c)

Illustrate ways a follower of Jesus could demonstrate forgiveness. (1b,1c,2a,2b)

Describe ways they can respond to situations in their own lives where forgiveness is needed. (2c)

ASSESSMENT STRATEGIES

⇒ work sample, TRS B3/5

⇒ work sample or dramatisation

⇒ work sample or dramatisation

⇒ observation/work sample

UNIT SUMMARY

Forgiveness is a vital aspect of the life of Jesus' disciples. The students identify the place of confession and forgiveness in King David's life. They explore Bible stories of Jesus forgiving and his teachings about forgiveness. Students identify what the Bible says about the forgiveness Jesus achieved for all people. They examine how Jesus' teachings and actions impact on the way followers of Jesus live. Students identify ways they can demonstrate forgiveness in their life.

UNIT NOTES

For the first section of the unit the students will need *What if?* scenario cards (Teacher Resource Sheet [TRS] B3/1), which describe situations (at school or home) in which someone has done something wrong and forgiveness is needed. You will need at least three different scenario cards for each group of students. *What if?* cards will be needed again towards the end of the unit.

Prepare a class chart where information about forgiveness can be recorded.

INTRODUCTION

1. WHAT IS FORGIVENESS?

Students choose *What If?* cards, which deal with situations where someone has done something wrong (TRS B3/1).

Students work in groups to discuss how they would react in these situations. They consider the point of view of both the person who did the wrong and the person who was hurt. Students could role-play their responses.

As a class discuss what the students understand about forgiveness. Identify and list on a class chart:

- the ways forgiveness can be demonstrated
- things which make forgiving easy
- things which make forgiving difficult
- the feelings associated with saying sorry and admitting doing something wrong
- the feelings associated with forgiving.

Students work in small groups to role-play or draw comic strips of situations where forgiveness is needed. Include aspects of the discussion and feelings associated with the need for, and the demonstration of, forgiveness.

DEVELOPMENT

Christians believe that forgiveness is important in the life of God's people — both the forgiveness they receive from God and the forgiveness which they, as God's people, show to others.

2. DAVID AND FORGIVENESS

David forgives Saul

Give students brief background information about David (see TRS B3/2). Tell students that King Saul was extremely jealous of David after David defeated Goliath and became popular with the people.

Read 1 Samuel 19:9–11 and 1 Samuel 23:14,15,25–29 to discover Saul's actions towards David.

Students put themselves in David's situation and predict his response. *Illustrate and describe how you would feel about Saul and what you would want to do about this situation. Include speech bubbles or thought bubbles.*

Students read 1 Samuel 24 and 1 Samuel 26. They identify David's response to Saul's continual attempts to kill him. Discuss:

- Why do you think David responded this way?
- Who or what helped David to forgive?

Students illustrate David's response, using speech bubbles or thought bubbles to describe David's feelings about the situation, his response and reasons for his response. Compare these with their predictions.

David needs forgiveness

Tell students that although David loved God very much, one day he did something terrible which had awful consequences.

Students read the story of David and Bathsheba, using a suitable version from a Bible story book, TRS B3/3 or 2 Samuel 11:1–27.

Tell students that it seemed as though things had worked out for David, but the Bible tells that God was angry with David. God sent the prophet Nathan to make David aware of what he had done.

Students read the story of Nathan's visit to David from 2 Samuel 12:1–13 or TRS B3/4. Students write a story they would use with David in today's setting, if they had been given Nathan's task. Consider providing students with a model. Choose a context which would be relevant to people today.

David confesses his sin to God

Assist students to see that David knew that while he was doing wrong against Uriah, he was also doing wrong against God. The Bible passage shows that although David felt sad, guilty and sorry about what he had done, he also trusted that God had forgiven him and that he could be happy again.

Students discuss as a class:

- How do you think David felt when he heard Nathan's story?
- What do you think he might have said or done?

Record the students' responses.

Students read Psalm 51:1–17 (CEV) to discover David's response to Nathan's visit. Students briefly summarise what David was saying to God. Students also discuss and record why they think David went to God with his problem (TRS B3/5).

Students think about what they would say to God if they were David. They write their response as a psalm, prayer or letter.

3. JESUS AND FORGIVENESS

Tell students that followers of Jesus saw how Jesus forgave people and heard his teachings about forgiveness.

Jesus forgives

If you are not comfortable using the *Woman caught in sin* Bible story, let students choose from the other stories or select **one** story for the whole class to explore.

Students work in groups and choose one of the following stories:

- Jesus calls Matthew Matthew 9:9–13
- Jesus and Zacchaeus Luke 19:1–10
- Jesus forgives a paralysed man
 Mark 2:1–12
- The people who crucified Jesus
 Luke 23:26–34
- The sinful woman Luke 7:36–50
- A woman caught in sin John 8:1–11
- Saul/Paul becomes a follower of Jesus
 Acts 9:1–22, 1 Timothy 1:12–16

Groups read the story from a suitable translation or Bible story book. Students can choose to dramatise, storyboard or write the story in their own words. Include the following features:

- a summary of the story
- how Jesus showed forgiveness
- the reactions of the other people to Jesus' forgiveness
- imagine how the person in the story felt and responded as a result of been forgiven
- Jesus' message about forgiveness.

You may need to model one of these stories for the class. Students share their presentations with the class.

Jesus tells a story about God's forgiveness

Jesus taught people about how much God loves them and wants to forgive them. Read to the students the story of the lost son (Luke 15:11–32) where Jesus describes God's love and forgiveness. Students discuss and complete TRS B3/6.

Jesus teaches about forgiveness

Jesus also taught his disciples about forgiving others. Students read Bible passages to identify what Jesus teaches about forgiveness.

- Matthew 18:21,22 (read footnote in CEV or NIV Bible about verse 22): forgive at all times (consider also Matthew 18:23–35)
- Luke 11:4: pray for forgiveness.

Record this information on the class chart.

Consider having students read Luther's explanation of the fifth prayer of the Lord's Prayer. Include information on the class chart about what people pray for when they say: *Forgive us our sins as we forgive those who sin against us.*

Jesus makes forgiveness possible

Students work in pairs and choose one of the following Bible verses:

Ephesians 1:7 Colossians 1:13,14
Colossians 1:21,22 Romans 3:25,26.

Students summarise the Bible verse in their own words. As a class identify what these Bible passages say about Jesus and forgiveness. Record on the class chart.

4. JESUS' FOLLOWERS: FORGIVEN AND FORGIVING

In this section students will be identifying the reactions of followers of Jesus to God's forgiveness through Jesus.

As a class read Ephesians 4:31,32 to identify what the Bible says about

- what to do in situations where it is hard to forgive;
- what helps followers of Jesus to forgive.

Record on the class chart.

Students return to the *What if?* scenarios. Illustrate, using a comic-strip format or role-play, scenes from one of the scenarios showing how a follower of Jesus would deal with a situation where forgiving is difficult. Include what helps the follower of Jesus to forgive and how they might act in the situation. Use as resources information from the class chart and from the Bible stories used in the unit.

RESPONSE

5. FORGIVENESS AND ME

Choose from activities on TRS B3/7 to help students reflect on situations in their own life where forgiveness is needed.

YOU WILL NEED

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|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> <i>What if?</i> scenario cards<input type="checkbox"/> chart to record information about forgiveness<input type="checkbox"/> Bibles, Bible story books | <ul style="list-style-type: none"><input type="checkbox"/> photocopies of TRS B3/1(optional), TRS B3/2, TRS B3/3, TRS B3/4, TRS B3/5, for students.<input type="checkbox"/> Materials for response activities |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Map plot structure. Write character portraits. Examine aspects of point of view, plot, characterisation, atmosphere, suspense, setting. Write stories with settings, problems, events and resolutions. Write plays featuring settings, characters and dialogues. Plan, draft and revise poems, plays and stories.

THE ARTS: *Drama:* Examine role and characterisation — improvise and experiment in structured drama. Sustain dramatic roles within a variety of dramatic situations and forms. Use a known or given text as the basis for action. Shape drama by selecting and linking scenes. Present coherent drama in a variety of forms so audiences can see, hear and understand.

HEALTH: *Interaction, Relationships and Groups:* Develop skills in relationships, including conflict-resolution.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

How did I respond to the range of students' attitudes towards forgiveness?

How did I respond to the range of students' understanding about the impact of God's forgiveness on the lives of people?

Which resources were useful in the implementation of this unit?

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?

WHAT IF? CARDS

Make additional cards, using situations your students will readily identify with.

what if?

You found that the person you lent your pen to had broken or lost it.

what if?

Class members were spreading untrue gossip about you.

what if?

You accidentally damaged a game/toy which belonged to a friend.

what if?

Your parent(s) promised to take you somewhere special, but were unable to.

what if?

You lost your temper and hit your little brother.

what if?

what if?

what if?

DAVID

The Bible tells us that David was the youngest of the eight sons of Jesse, who was a farmer at Bethlehem. David was still a shepherd when God sent the prophet Samuel to choose him to be the next king.

David played the harp well. King Saul invited David to the palace to play for him. King Saul often became depressed and angry, and David's playing of the harp helped to soothe him.

One day when David was sent to take food to his brothers in the army, he accepted the challenge to fight Goliath the giant of the Philistine army. Using only a stone from his shepherd's sling, David killed Goliath. This made David extremely popular with the people. You can read more about this story in 1 Samuel 17:17-54.

Saul made David one of the officers in his army, and David was successful in everything Saul sent him to do. David also became the best friend of Saul's son Jonathan.

David was a great poet and wrote many beautiful psalms of praise to God. He also wrote psalms which described his trust in God and his prayers to God for forgiveness. Many of these are found in the book of Psalms in the Bible.

You can read about many more adventures of David in the following books of the Bible: 1 Samuel, 2 Samuel and the first two chapters of 1 Kings.

DAVID AND BATHSHEBA

It was spring, which was the time kings went off to war. King David's army was away fighting the Ammonites, but David decided to stay in Jerusalem.

Late one afternoon, David got up from having a rest and went up to the roof of his palace. Just below him in a courtyard, he could see a beautiful woman having a bath. 'Go and find out who that woman is', he told one of his messengers. The messenger returned and said to David: 'Her name is Bathsheba, and she is married to Uriah'. Uriah was one of David's best soldiers. He was away at the time, fighting in David's army.

David thought that Bathsheba was so lovely that he gave orders to bring her to his palace. They spent time with each other and David wanted her to be his wife. Not long after this, Bathsheba discovered that she was going to have a baby. She told King David about the baby, as she knew that he was the father.

Immediately, David sent a message to his army commander: 'Send Uriah to me'. He wanted Uriah to spend time with Bathsheba so that it would look as if he was the father of the baby, but Uriah did not spend time with Bathsheba. 'How can I spend time with my wife when the other soldiers are out in the fields?' he said to David.

King David became desperate. Now he wanted Bathsheba to be his wife as quickly as possible. He sent this message to the army commander. 'Put Uriah in a place where the fighting is the worst and then pull the troops away so that Uriah will be killed'.

The commander obeyed the order, and Uriah was killed. Soon after, David married Bathsheba and they had a son.

GOD'S MESSAGE FOR DAVID

God was very upset and angry about the terrible things David had done. God sent the prophet Nathan to David. Nathan began by telling David this story:

A rich man and a poor man lived in the same town. The rich man had hundreds of sheep and cattle but the poor man had only one little lamb. This little lamb was his special pet. He would let the lamb sleep on his lap, eat from his plate and drink from his cup. He loved this lamb very much. One day the rich man needed to prepare a meal for a visitor. He didn't want to kill one of his own sheep, so he stole the pet lamb from the poor man, killed it and cooked it for his visitor.

When David heard the story, he was furious with the rich man and shouted to Nathan: 'The man who did this deserves to die!'

Then Nathan looked straight at King David and said: 'You are the man! You have acted just like the rich man in the story. You have done terrible things to Uriah and to God and you deserve to be punished.'

David realised what an awful thing he had done. 'I have disobeyed the Lord', he said to Nathan.

Nathan replied: 'Yes, you have, but God has forgiven you'.

DAVID CONFESSES HIS SIN TO GOD (PSALM 51)

1. Draw how you imagine David felt after Nathan had visited him:

2. List five things David asks God to do in Psalm 51.

3. Record what David says he has done (see verse 4)

4. List the good things David knows will happen as a result of God's forgiveness.

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5. Draw how you imagine David felt after he had prayed for forgiveness:

JESUS TEACHES ABOUT GOD'S FORGIVENESS

Listen to or read the story of the lost son from Luke 15:11-32.

Discuss the following questions with a partner or in a small group.

Record responses.

1. What did the son do to the father?

2. If you were the father in the story and your son did these things to you, describe your reaction. Would you be willing to forgive him? Give reasons.

3. When the son decided to return to his father to ask for work, what did he say to his father?

Why do you think he said this?

4. How did his father show his love and forgiveness, even before his son told him how sorry he was?

5. What words would you use to describe the father in this story?

6. Why do you think Jesus told this story?

7. Either write the story or a script for a play of the lost son from the perspective of one of the characters, or make a poster which summarises and illustrates the message of this story.

FORGIVENESS AND ME

Choose one of the following activities to conclude the unit:

- Use the guided meditation (TRS B3/8) with the class. Students use this activity and the psalms/responses they wrote earlier in the unit as resources to help them write and illustrate confessions. They may do this on charts or overhead transparencies which can be used for class or school devotions. Remind students to include the message of God's forgiveness.
- Students write their personal responses to the *What if?* scenario activities. They compare the various responses to the scenarios at the beginning with those at the end of the unit. They include their personal reflection on the impact of being forgiven.
- Students write a letter to a person from whom they need to ask forgiveness.
- Students use a comic-strip format to illustrate situations in their life at school or at home where forgiveness is needed or where forgiveness has been offered and received.
- Listen to and analyse the words of songs which deal with saying sorry, such as *Sorry*, 327 or *We Are Sorry*, 332 from *All Together OK*. Students write their own lyrics for a song which describes things they would like to say sorry for and to ask forgiveness for.

MEDITATING ON JESUS' FORGIVENESS

During this meditation the teacher is assisting the students to focus on: sin in their lives, Jesus' love for people, his forgiveness and the peace this forgiveness brings. If the students are unfamiliar with spending a quiet time thinking about these things, make it a brief session.

You may wish to use one (or a combination) of the following strategies to help create a positive atmosphere and to assist the students to relax.

- Play some quiet music.
- Move into a room with no distractions.
- Tell students to sit in a comfortable position, close their eyes, breathe slowly and forget about the people and things going on around them and focus on the quietness.

When reading the meditation guide, allow appropriate pauses to give the students time to reflect.

MEDITATION GUIDE FOR THE TEACHER TO READ TO THE STUDENTS

Think about your favourite place and imagine you are there right now.

Imagine that your best friend is with you as well.

Think of all the fun things you like to do at your favourite place.

Think about all the things you like to do with your friend.

Your friend loves being with you and talking to you.

Your friend always listens to you and never says bad things about you.

You can tell your best friend anything, even about the things that make you feel sad or angry or even about the wrong things you have done.

Imagine you are telling your friend about things that are really bothering you.

Maybe it's about something bad someone said or did to you.

Maybe it's about something you said or did to hurt someone.

Tell your friend how you feel about what happened.

Do you feel sorry, scared, angry or sad? Do you want someone to pay for what has happened? Do you want to change the way you acted?

Now imagine that this friend is Jesus.

Jesus says to you: 'Don't be worried or afraid. I love you. I have paid for all those bad things for you. I have taken them all away for you. I forgive you. Don't worry about them any more.'

You might want to spend some more time telling Jesus other things.

You might want to thank him, to ask him for help, to say how you feel about him.

When you are ready, open your eyes.