

# MENU

# BIBLE REFERENCES

## 1 God calls people to follow Jesus

### Jesus calls his disciples

Jesus calls James and John Matthew 4:21,22  
Mark 3:16–19

Jesus calls Matthew Matthew 9:9–13

Jesus chooses Andrew and Peter  
John 1:35–42; Mark 1:16–20

Jesus calls Philip and Nathanael John 1:43–51

### What Jesus' disciples experienced

Jesus calms a storm Matthew 8:23–27

Jesus speaks about his death  
Matthew 16:21–25; Matthew 17:22,23  
Mark 9:30–32

A rich young man Matthew 19:16–30

The resurrection Matthew 28:1–10

Jesus heals a paralysed man Mark 2:1–12

Jesus heals a deaf man Mark 7:31–37

The request of James and John  
Mark 10:35–45

Jesus heals blind Bartimaeus Mark 10:46–52

Jesus raises a widow's son Luke 7:11–17

A Samaritan village refuses to receive Jesus  
Luke 9:51–56

The parable of the good Samaritan  
Luke 10:25–37

A healing at a pool John 5:1–15

Jesus feeds five thousand John 6:1–15

Mary anoints Jesus John 12:1–8

Jesus washes his disciples' feet John 13:1–17

Judas in charge of money John 12:6; 13:29

Jesus' new commandment John 13:34,35

Jesus predicts Peter's denial John 13:36–38

Peter denies Jesus John 18:15–27

Jesus and Thomas John 20:24–29

Jesus shows that Peter is forgiven  
John 21:15–19

## 2 Jesus' disciples are forgiven and forgiving

### David and forgiveness

David forgives Saul 1 Samuel 19:9–11  
1 Samuel 23:14,15,25–29  
1 Samuel 24; 1 Samuel 26

David and Bathsheba 2 Samuel 11

Nathan visits David 2 Samuel 12:1–13

David's prayer for forgiveness Psalm 51:1–17

### Disciples experience Jesus' forgiving

Jesus calls Matthew Matthew 9:9–13

Peter and Judas Matthew 26:14–16, 31–35,  
47–56, 69–75; 27:1–5  
John 13:36–38; John 21:15–19

A paralysed man Luke 5:17–26

A sinful woman Luke 7:36–50

Jesus and Zacchaeus Luke 19:1–10

People who crucified Jesus Luke 23:26–34

The woman caught in sin John 8:1–11

Saul/Paul becomes a follower of Jesus  
Acts 9:1–22, 1 Timothy 1:12–16

### Jesus' disciples learn about forgiveness

Forgive others as God has forgiven you  
Matthew 6:12,14,15

The unforgiving servant Matthew 18:21–35

Pray for forgiveness Luke 11:4

Love enemies Luke 6:27–36  
Matthew 5:43–48

The forgiving father Luke 15:11–32

The parable of the Pharisee and the tax  
collector Luke 18:10–14

### Disciples receive forgiveness through Jesus

Romans 3:25,26 Ephesians 1:7

Ephesians 4:31,32 Colossians 1:13,14

Colossians 1:21,22

### Confession

Psalm 32:1–5 Psalm 130

Isaiah 64:5–9 Daniel 9:3–19

1 John 1:9

**3**

**Jesus' disciples are called to live by God-given values and ethics**

**Choices**

Psalm 34:14	Proverbs 12:13, 28:13
Matthew 7:12	Romans 12:9,17
Romans 13:8–14	Ephesians 4:25 – 5:5
1 Thessalonians 5:21,22	
1 Peter 2:9–12	1 John 4:11

**Disciples learn from Jesus' choices**

Jesus cures a sick man on the Sabbath	Luke 14:1–14; 6:6–11
Jesus is tempted	Matthew 4:1–11
Jesus chooses his disciples	Matthew 4:18–22 Matthew 9:9–13;10:2–4
Jesus in Gethsemane	Matthew 26:36–46

**Commandments for God's people**

The Israelites in slavery	Exodus 1
Moses leads his people away from Egypt	Exodus 3, 7 –14
God's agreement with the Israelites	Exodus 19:3–8
The Ten Commandments	Exodus 20:1–21
Light and salt	Matthew 5:13–16
Jesus explains the commandments	Matthew 5:21–48
The 'golden rule'	Matthew 7:12
Serve others	Matthew 20:20–28 Mark 10:35–45
Greatest commandment	Mark 12:28–31
Love one another	John 13:34,35 John 15:12–17
Love is the law	Romans 13:8–10

**KEY BIBLE VERSES TO HEAR AND REMEMBER**

*If you love each other, everyone will know that you are my disciples.*  
John 13:35 (CEV)

*Love the Lord your God with all your heart, with all your soul,  
with all your mind, and with all your strength . . .  
Love your neighbour as you love yourself.*  
Mark 12:30,31 (TEV)

*Forgive our sins, as we forgive everyone who has done wrong to us.*  
Luke 11:4 (CEV)

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# INTRODUCTORY ACTIVITIES

## 1

### God calls people to follow Jesus

**TO FOLLOW** In order to help the students to develop the concept of following Jesus, students could

- follow the actions of a partner;
- follow instructions to make something;
- discuss and list who people 'follow' today, eg friends, media images, sporting teams, bands. Identify what it means to follow these people or groups, eg copy what they do, say what they say, read as much information about them as possible, tell other people about them.

As a group come to a common understanding of what the word 'follow' means in the context of following Jesus. (1a)

**WHAT IS A DISCIPLE?** Students research the meaning of the word 'disciple' and find out what disciples did in biblical times. Explain that the word disciple comes from the Greek word 'learner'. Ask students to suggest some of the things Jesus' disciples hoped to learn from him. (1a,1b)

**JOB VACANCY** As an introduction to examining the task of Jesus' disciples and their 'qualifications' for the task, students examine job vacancy advertisements in newspapers. They make a list of the job categories. Students select jobs which they feel are important and justify their selections. Discuss qualifications or experience which would be necessary for these positions and reasons why people would take them. (1a,1b,1c)

## 2

### Jesus' disciples are forgiven and forgiving

**I'M SORRY** Students work in pairs to discuss times when they felt sorry about something they had done. Discuss what to do when you are sorry and what things make it hard to say sorry to someone. Students prepare a drama which focuses on someone owning up to or confessing something wrong they have done. Include

- how they felt about what was done
- what made them confess
- how they felt as they were confessing
- how they felt afterwards. (2b,2c)

### MEANING OF FORGIVENESS

Students brainstorm what they understand by the word 'forgive'. Check dictionary definitions. Make a list of feelings which arise in situations where forgiveness is needed, eg hurt, anger, sadness, resentment, regret, relief, sorrow. Make masks which show these feelings. Attach descriptions of feelings to the masks.

Make a list of the qualities a forgiving person has. Go on to explore how Christians' relationship with Jesus affects their life, especially with regard to forgiveness. (2a,2b,2c)

### FORGIVENESS IN LITERATURE

Students read books which focus on forgiveness, eg *The Very Best of Friends* or *The Bald-headed, Bashful, Bow-legged, Baggy-pantsed Brain Bug*. Go on to explore Jesus' teachings and actions about forgiveness and the impact of Jesus' forgiveness. (2a,2b,2c)

**COMIC STRIP** Students examine situations in the newspaper, on television or in a film where forgiveness is needed. Identify the responses of the people involved.

Students make comic strips about forgiveness. Include scenes before a hurtful event, after the hurtful event, during confession and asking for forgiveness, and after forgiveness is expressed. Try to show the feelings of the characters at each stage. (2b,2c)

## 3

### Jesus' disciples are called to live by God-given values and ethics

**WHAT'S IMPORTANT?** Students make a collage of things which are important to them. Use photos, drawings, magazine pictures etc. Discuss and list who or what influences them to consider items on their collage as important and how they show that these are important. Use this as an introduction to exploring the Ten Commandments which spell out God-given values. (3c, 1b)

**CHOICES** Students make a comic strip or diary of their day. List the choices made in a day. Discuss the effect of the choice on the person who made it and on other people. List things which help people make choices. (3c)

**WHAT IF?** Students work in groups to look at everyday practical and moral choices. They identify the options, suggest what is likely to happen if each option is taken, select the 'best' option and give reasons for this selection. Go on to explore how the Ten Commandments are God's directions for people faced with choices. (3c)

**PURPOSE OF RULES** As an introduction to the purpose of the Ten Commandments, students role-play situations which demonstrate the purpose of rules (at school, home and in the community). Discuss how God's rules help people know which choices they should make. (3a,3b)

**SURVEY** Students prepare and conduct a survey which identifies those things which influence students in the school in the decisions they make, eg media, friends, parents. They will also rank the importance of the various influences. Questions can relate to

- the television or movies they watch
- the food they eat
- clothes they wear
- ways they spend their free time
- goals they have at school and for the future.

Students collate information about the choices and what influences the choices. Discuss and prepare a summary of the findings.

Students discuss and list criteria they use when making decisions. They share examples of difficult decisions they have had to make and describe how they made them. (3c)

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# DEVELOPMENT ACTIVITIES

## 1

### God calls people to follow Jesus

#### JESUS CHOOSES HIS DISCIPLES

Discuss what kind of experience and qualifications you expect would be needed to be a follower of Jesus.

Students examine stories of Jesus calling his disciples (see Bible References Menu). Identify the kinds of people Jesus chose, the qualifications they needed and the task he had for them. Discuss:

- Why do you think people wanted to be Jesus' disciples?
- Why did Jesus choose such ordinary people?

Make illustrations of Jesus and his disciples, showing who the disciples were, why Jesus chose them and the task he had in mind for them.

Alternatively, students could explore what it means to be a disciple of Jesus today. Read Matthew 28:18–20 to identify how Jesus makes disciples of people, ie baptism and teaching. Identify the kinds of people today Jesus would choose, the qualifications they need and the task. Discuss why people would want to be Jesus' disciples. Illustrate Jesus' disciples today engaged in their task. (1a,1b,1c)

**CHOOSE A DISCIPLE** Students choose one of Jesus' first disciples. They find out as much about that disciple as they can, using resources such as a Bible encyclopedia. TRS B1/2–B1/7 will help with this task.

Students imagine and record what the goals of their disciple might have been before he became a disciple of Jesus. They illustrate the changes which took place in their chosen disciple's life as a result of following Jesus.

Use an illustrated Bible to identify some of the events Jesus disciples' would have witnessed which may have contributed to the changes (see Bible References Menu).

Students record information about their disciple using one of the following suggestions:

- a character profile
- an interview (written or recorded on an audio-tape)
- a cut-out figure of the disciple with speech balloons attached
- a page of a book about the disciples
- a diary entry. (1a,1b,1c)

#### FOLLOWING JESUS BRINGS

**CHANGES** Students interview Christians to identify the changes which have occurred in their life as a result of following Jesus. What are some of the difficulties? What are the benefits? Write a summary of the interview. (1c)

**DISCIPLES AS LEARNERS** Students use a Bible story book or illustrated Bible to identify what past and present disciples of Jesus learn about

- God
- how to treat other people
- Jesus
- what is important in life.

Use Bible References Menu as a resource. Students could

- record the information in a 'disciple manual' or 'disciple notebook'. Students design an appropriate cover for individual or class books;
- set up an interview situation, with a panel of 'disciples' answering questions about what they learnt by following Jesus. Students work in small groups to prepare responses;
- record on cut-out paper footprints information about what the disciples learnt from Jesus. Make a trail along the floor or along a wall of these 'following Jesus' footprints. (1b,1c,2a,2b,3b)

## 2

### Jesus' disciples are forgiven and forgiving

#### PARABLE ABOUT FORGIVENESS

Students read Jesus' story of the forgiving father or of the Pharisee and the tax collector (see Bible References Menu) to investigate what Jesus teaches about God's forgiveness. Discuss what these stories could teach Jesus' followers about forgiving others. Students could choose from the following activities:

- Write a modern parable about God's forgiveness. Dramatise the parable or make it into a picture book to share with junior primary students.
- Use the Bible text but dramatise or illustrate the parable, using a modern setting. (2a,2b,2c)

**JESUS AND FORGIVENESS** Students explore Jesus' attitude and actions towards people who had been involved in wrongdoing, such as

- Jesus calls Matthew (Matthew 9:9–13)
- Zacchaeus (Luke 19:1–10)
- the sinful woman (Luke 7:36–50)
- the woman caught in sin (John 8:1–11)
- Saul/Paul becomes a follower of Jesus (Acts 9:1–22; 1 Timothy 1:12–16).

Students choose one of the stories. They explore how Jesus' forgiveness impacts on the people in these stories, both the people who have been forgiven and other people who have observed Jesus' actions. They illustrate a series of scenes from the story, recording responses and possible responses from people who would have been present.

Alternatively, students could divide the story into different scenes. Students use costumes and props to 'set' each scene. Photograph each scene and use the photographs in a computer presentation of the story or display them, using sticky labels as speech bubbles. (2a,2b)

### **JESUS TEACHES FORGIVENESS**

Students explore selections from the gospels in which Jesus teaches about forgiveness, such as

- love of enemies (Luke 6:27–35)
- unforgiving servant (Matthew 18:21–35)
- the forgiving father (Luke 15:11–32).

Students make a class book about these selections, entitled *Jesus teaches people about forgiveness*. (2a,2b)

### **CONFESSION AND FORGIVENESS**

**IN WORSHIP** Students read what Jesus teaches about forgiveness in Matthew 6:12,14,15. Discuss the way Jesus connects forgiving others with the forgiveness God gives.

Students examine a worship 'order of service' (or a hymnbook, overhead transparencies used in worship or a video of a worship service) to identify where people confess their wrongdoing and where forgiveness is given.

Students record the words which are spoken and the actions which take place.

Invite a pastor to talk to the students about the place and importance of confession and forgiveness in worship. (2b)

## **3** Jesus' disciples are called to live by God-given values and ethics

### **GOD GIVES THE TEN**

**COMMANDMENTS** Students read the story of God giving the Ten Commandments to Moses. Identify the reasons God gave these commandments to his people.

Students choose a unique way to record the Ten Commandments, eg as clay tablets, as a parchment scroll, as a modern legal agreement or document, or computerised.

Alternatively, students write a special letter they imagine that God would write to the people he loved so very much. Include information about how much he loved them, how he wanted them to live as his people and why he wanted them to do this. Students could use calligraphy pens to write the letter. Make it look old by smoking/burning the edges. Consider scrolling the document, attaching a seal to it and tying it with a ribbon. (3a)

### **MEANING OF THE TEN**

**COMMANDMENTS** Students investigate what the Ten Commandments mean for people. Students work in groups. Each group selects a commandment and prepares a written and illustrated presentation explaining it in their own words. Use resources such as Luther's *Small Catechism* and *Follow Me*.

Students discuss which commandments are most relevant for people today and give reasons for their choice. Discuss the importance of the first commandment. Why do you think it is first?

Students put the commandments into a setting which is relevant to the lives of people today. The groups also prepare a drama/skit which illustrates the way the commandments give directions to people when they have to make choices. (3a, 3c)

### **JESUS AND THE COMMANDMENTS**

Students read sections of Matthew 5:21–48, in which Jesus explains not only what people shouldn't do but also what they should do. Jesus not only talks about actions but also feelings and attitudes. Students make a poster for each of the commandments. Surround the words of the commandments with pictures explaining the law in terms of what people should do. (3a)

## **JESUS' GREAT COMMANDMENT**

Jesus summarised the Ten Commandments in Matthew 22:37–39. Students create a class mural which illustrates what it means to love God, to love others and to love ourselves. (3a,3c)

**JESUS AND CHOICES** Students read Matthew 4:1–11. Identify the choices Jesus had to make, the options he could have chosen and the possible outcomes for each option.

Students work in groups to examine other Bible stories about the choices Jesus made, eg

- the people Jesus chose to live and work with
- the people Jesus chose to help
- how Jesus chose to help them.

Identify strategies Jesus used when he had to make difficult choices, eg prayer, leaving the situation in God's hands (Jesus in Gethsemane), relying on God, using God's word (temptation of Jesus). Develop a concept map (see Glossary) of the important things Jesus chose in his life. Consider presenting this information as a poem, chart, painting or drama. (3a,3b,3c)

**JIGSAW** Prepare cardboard or wooden jigsaw pieces which join together to form a cross. With pencil draw a small arrow on each piece to indicate which edge is at the top.

To assist students to identify what is important to God, they work in pairs and choose one example of the work of Jesus, eg teaching, visiting, healing, caring.

Give each pair of students a jigsaw piece. They illustrate a story about Jesus. When all the illustrations are finished put the pieces together.

Discuss how the cross illustrates what is important to God and how he demonstrated this. Provide time for students to reflect on the impact God's choice to love people has on their personal choices. (3c)

## **GENERAL ACTIVITIES**

**BIBLE VERSE** Students learn an appropriate Bible verse (see page 11).

**SONGS** Students learn songs about discipleship (see Resources for Music and Devotions in the Appendix).

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# RESPONSE ACTIVITIES

## 1 God calls people to follow Jesus

**LETTER TO A FRIEND** Students imagine they are one of Jesus' twelve disciples. They write a letter to a friend or a member of their family telling them about their life and work as a disciple of Jesus, the difficulties, the rewards or benefits, and what they have learnt. Include descriptions of some of the events they have witnessed since they began following Jesus. (1a,1b,1c)

### WANTED: DISCIPLES FOR JESUS

Students create job advertisements for a disciple of Jesus either in the past or today. Include information, such as qualifications, experience required, the task involved and the rewards (salary). (1a,1b,1c)

**DISCIPLES BOARD GAME** Students work in groups to plan, devise rules and make a 'disciples' board game. Students make a path of footsteps around the board which indicate places Jesus visited while he was with his disciples. They make question cards (with answers) which ask about what the disciples saw and learnt as they travelled with Jesus. Provide sufficient sessions for students to play their own game and the games of others. (1a,1b,1c)

## 2 Jesus' disciples are forgiven and forgiving

**FORGIVING JOURNAL** Students develop a 'forgiving journal'. Students write about opportunities for forgiveness which occur throughout the day. Give students guidance such as the following:

- *Perhaps someone has forgiven you or is having difficulty forgiving you.*
- *Maybe you have forgiven someone or you are finding it really difficult to forgive.*
- *Write about times when you have seen others forgive.*
- *Write about God's role in forgiveness.*
- *Consider ways you are assured of God's forgiveness. Include your feelings.*

Make this an ongoing activity throughout the unit or the term. (2b,2c)

**SONGS** Students 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. (2a,2b,2c)

**CONFESSION** Students read Psalm 51, Psalm 130 and Psalm 32:1–5.

Use a computer demonstration to help students understand the Christian belief in God's unconditional forgiveness through Jesus.

1. Key in a list of things about which people want to say sorry to God.
2. Talk about these things and about asking God for forgiveness.
3. Highlight the list and press the delete button to show that God completely forgives all sins.

Provide opportunities for students to use the computers to record a personal confession about sin in their own lives.

Alternatively, students write a general confession which could be used in class and school devotions. Encourage them to think about those words, actions and thoughts which have been hurtful to God and people. Include a Bible reading which expresses God's forgiveness. (2a,2b,2c)

### FORGIVENESS IN THE

**CLASSROOM** Plan regular sessions to share and celebrate occasions when confession, forgiveness and reconciliation take place in the class. (2c)

## 3 Jesus' disciples are called to live by God-given values and ethics

**BANNER** Students read Bible passages which could help people when making choices, eg

Psalm 34:14	
Proverbs 12:13	Proverbs 28:13
Matthew 7:12	Romans 12:9,17
Romans 13:8–14	Ephesians 4:25 – 5:5
1 Thessalonians 5:21,22	
1 Peter 2:9–12	1 John 4:11.

They make a series of banners, each based on one of the verses. (3a,3b)



### **GREATEST COMMANDMENT RAP**

Students use the words of *The Greatest Commandment* song (*All Together Again 175*) to develop into a musical rap. Students portray ways people can love God and others. The rap can be videotaped or used in worship sessions. (3b)

### **TIPS FOR MAKING TOUGH**

**DECISIONS** Students use procedural writing or drama to describe what strategies Christians could use when making difficult decisions. Include the role of Jesus' 'new' commandment. (3a,3b,3c)

# MENU

# RECOMMENDED RESOURCES

The Introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God calls people to be Jesus' disciples*.

Some of the items may be out of print. They are listed because they are still found in many school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

## LITERATURE — FICTION

### Forgiveness

- Pearce C *The Monkey and the Crocodile* 1990 Tyndale House Publishers Inc  
 Sanford D *My Friend the Enemy* 1992 Multnomah Press  
 Thamm P *The Bald-headed, Bashful, Bow-legged, Baggy-pantsed Brain Bug* 1988 Lutheran Publishing House  
 Wild M *The Very Best of Friends* 1989 Margaret Hamilton  
 Wilhelm H *Let's Be Friends Again* 1987 Hodder

## LITERATURE — NON-FICTION

### BIBLE STORY BOOKS

- Hastings S *The Children's Illustrated Bible* 1994 RD Press  
 Hastings S *The Birth of Jesus* 1994 RD Press

### Jesus and forgiveness

- Baden R *The Father Who Forgave* 1983 Concordia Publishing House  
 Dede V *The Stranger at Jacob's Well* 1983 Concordia Publishing House  
 Kolbrek L *Zacchaeus* 1994 Concordia Publishing House  
 Kramer J *The Unforgiving Servant* 1968 Concordia Publishing House  
 McElroy M *Jesus Forgives Peter* 1985 Concordia Publishing House

### GENERAL RESOURCES

- Alexander D & P (ed) *The Lion Handbook to the Bible* 1983 Lion Publishing  
 Alexander P (ed). *The Lion Encyclopedia of the Bible* 1986 Lion Publishing

### David

- Downey M & Lingo S *David: Activity Resource Book* 1992 The Standard Publishing Company  
 Jacklin M (ed) *The Great Bible Discovery: King David* 1995 Openbook Publishers  
 Storr C *King David* 1986 Methuen Children's Books

### Ethics and values

- Marxhausen E *When God Laid Down the Law* 1981 Concordia Publishing House (Arch Book)  
 Ralph M *God Gives Me His Law* 1968 Concordia Publishing House  
 Rock L *The Ten Commandments for Children* 1995 Lion  
 Rock L *A First Look: The Christian Life* 1996 Lion

### MUSIC

- All Together Now* 1980, *All Together Again* 1983, *All Together Everybody* 1991, *All Together OK* 1996 Openbook Publishers

## AUDIO-VISUAL

### VIDEO

- The First Christmas* (includes stories Jesus told) 1988 Lion  
*The Lost Son* Catholic Audio-visual Centre Homebush  
*Forgive and Forget* 1987 Colin Pearce & Associates Pty Ltd

## ***FOR TEACHERS***

### **Ethics and values**

McGrath H & Francey S *Friendly Kids, Friendly Classrooms* 1991 Longman Cheshire  
*Resource for studying ethics in Primary Schools* Department of Education, Queensland 1996 National Library Of Australia Cataloguing in Publication Data

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.