***MODEL UNIT BAND B LEVEL 2***

# BEING A WITNESS

## *LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE*

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

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

## *UNIT-SPECIFIC GOALS (highlighted)*

### 1 GOD'S LOVE INSPIRES AND EQUIPS CHRISTANS TO LOVE AND SERVE OTHERS

**1a** explore Bible stories in which Jesus demonstrated love and service

**1b** explore Jesus' teaching about Christian love and service

**1c** explore ways people can love and serve in response to Jesus' love

### 2 GOD CALLS ALL PEOPLE TO WORK FOR PEACE AND JUSTICE

**2a** identify areas in which people are called to work for peace and justice

**2b** investigate the way Jesus brings peace

**2c** explore Jesus' attitude and actions towards people suffering injustice

### 3 GOD CALLS CHRISTIANS TO SHARE THE GOOD NEWS BY WORDS AND ACTIONS

**3a** explore the story of Jesus sending his followers to witness for him

**3b** explore Bible stories of people witnessing for Jesus

**3c** explore ways Christians witness for Jesus today

## *STUDENT ASSESSMENT*

| ASSESSABLE STUDENT OUTCOMES | | ASSESSMENT STRATEGIES |
|---|---|---|
| Retell the story of Jesus giving his disciples the task of spreading the Good News. (3a) | ⇨ | work sample |
| Present an account of Jesus' actions or teachings from the perspective of Jesus' disciples. (1a,1b) | ⇨ | work sample |
| Retell a Bible story in which Peter is a witness for Jesus. (3b,1c) | ⇨ | work sample |
| Describe ways and reasons people witness for Jesus today. (1c,3c) | ⇨ | work sample |

## *UNIT SUMMARY*

Students hear the story of Jesus sending his followers to witness for him. They identify what Jesus' disciples saw Jesus do and heard him say. Students explore stories of Peter witnessing for Jesus. They identify ways Christians witness for Jesus today.

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# *UNIT NOTES*

In this unit, students give recounts of stories and events. These can be presented in oral or written form. Many outcomes from the English curriculum can be achieved through this unit. Useful resources for Section 1 could include

- a video of news reports featuring eyewitness accounts of incidents which have occurred; or
- sections of a video which include a courtroom scene, where people are called as witnesses to an event.

For Section 4 you may wish to organise a small panel of people who are willing to talk to the students about ways they witness for Jesus.

# *INTRODUCTION*

## 1. EYEWITNESS ACCOUNT

To introduce the students to the concept of being a 'witness', choose one of the following activities:

- Describe to the students an exciting or dramatic event you have witnessed.
- Show students examples from the television news in which witnesses are asked to give an account of an event which took place. Discuss why these reports can be referred to as 'eyewitness' news.
- Ask students to discuss their understanding of the word 'witness'. Use a dictionary to come to a common understanding of the word. Students identify examples of where they have heard the word used, eg in court, police ask for witnesses to an accident, 'eyewitness' news. Show a video excerpt of a court scene where someone is called to be a witness.

> It is important to highlight that a witness **sees** an event and **reports** on the event.

Ask students to name exciting or dramatic incidents they have seen, eg sporting event, birthday party, theatre. Students work in small groups to discuss the event they have witnessed. Students present a brief written or oral account of an event they have witnessed which has taken place at school, home or in the community.

# *DEVELOPMENT*

## 2. JESUS' DISCIPLES CALLED TO WITNESS

As a class, discuss and list what students know about Jesus' disciples, eg who they were, who they spent time with, what they did.

You may read to the class stories or information about Jesus' disciples. Use resources such as Bible handbooks. The Bible tells us that when Jesus began to teach and demonstrate the good news of God's love, he chose twelve men as his special disciples/students. They travelled with him, witnessed what he did and heard what he said.

Students work in small groups or with a partner. They read Matthew 4:17,23,24 to identify Jesus' ministry. They make a list of some of Jesus' actions and words which the disciples witnessed, eg Jesus' miracles, teachings, death and resurrection (see Bible References Menu). If students are having difficulties with this task, provide them with Bible story books and illustrated Bibles which show Jesus' work.

Each group chooses one event from Jesus' life and work. They prepare and present an oral or written 'eyewitness' account of the story from the perspective of one of Jesus' disciples.

Before Jesus went back to heaven he gave his disciples a special task. Students read Luke 24:46–49, John 15:26,27 and Acts 1:7,8. Students discuss and identify

- what Jesus wanted his disciples to tell 'everyone' about
- why Jesus wanted his disciples to do this
- what help he would give them to do this.

Students write an eyewitness account from the perspective of one of Jesus' disciples of Jesus' command to be his witnesses.

> The Bible makes it clear that Jesus wanted the disciples to spread the good news of the forgiveness of sins to all people. The disciples were chosen to do this task because they had witnessed what Jesus said and did.

## 3 PETER WITNESSES FOR JESUS

Students look at examples of the disciple Peter's witness for Jesus after Pentecost.

Students read the *Eyewitness feature report on the disciple Peter* on Teacher Resource Sheet (TRS) B2/1. You may want to give students additional background information about Peter.

Students read Acts 2:22–41 and write a summary of the speech on TRS B2/1.

Students investigate other examples of Peter's witness for Jesus. As a whole class or working in pairs, students investigate the following stories:

1. Peter heals the lame man Acts 3:1–10
2. Message in the temple Acts 3:11–19 (Students will need to be familiar with Acts 3:1–10.)
3. Peter and John before the council Acts 4:1–20 (Students will need to be familiar with Acts 3:1–10.)

Students describe the story in written or oral form, from either Peter's perspective or as an 'eyewitness' account of the event. TRS B2/2 provides direction as to what information to include.

Students can present their accounts to the class.

When all or a selection of the accounts have been presented, make a class list of the important features and content of Peter's witness for Jesus from the stories, eg

- Peter's boldness and confidence when telling the Good News about Jesus
- Peter's commitment
- the message of Jesus' loving actions, his death and resurrection which Peter had 'witnessed'
- forgiveness of sins through Jesus
- Peter healing people in the name of Jesus.

**Optional activities** which look at further examples of Peter's witness for Jesus include:

1. Students examine other stories of Peter being a witness for Jesus by his actions and words, eg:

- Aeneas and Dorcas Acts 9:36–43
- Peter's speech at Caesarea Acts 10:34–43
- The good news is for everyone Acts 10:1–35, 44–48
- Peter is set free from jail Acts 12:1–17.

2. Students find the two letters in the Bible which have Peter's name on them. They give another example of ways Peter witnessed for Jesus. Read passages such as:

1 Peter 1:3 1 Peter 2:9,10
1 Peter 2:22–25 1 Peter 3:18
2 Peter 1:16–19 2 Peter 3:9

List the main points Peter is making.

Students write a letter which tells the good news about Jesus in words Peter might use if he were writing today.

## 4. PEOPLE WITNESSING FOR JESUS

Arrange for a panel of Christians to speak to the class about the way they witness for Jesus. Select a range of people for this panel, such as a parent caring for their child at home, an unemployed person, office worker, church worker. You could consider asking people who work at the school, such as the bursar, secretary, canteen manager, grounds person, principal.

Alternatively, you could talk to the students about how you as a Christian teacher witness for Jesus in your work and in other aspects of your life.

The people on the panel will need to be prepared to tell the students about

- themselves and the work they are involved in
- what they say which is a witness for Jesus
- what they do which is a witness for Jesus
- what Jesus has done for them which makes them want to be a witness for him
- situations which make witnessing difficult and how they deal with them, and why they want to witness for Jesus. See TRS B2/3.

# *RESPONSE*

## 5. CONCLUDING ACTIVITY

Choose from the following concluding activities:

- Students role-play ways people could witness for Jesus by their words and actions at school, home, in the community. Show difficulties which can be associated with witnessing and ways of dealing with them. (It is important not to pressure students to say or do things which they are not comfortable with.)
- Students write an 'eyewitness' account which describes the way a person from the panel or another Christian the students know, is a witness for Jesus. A group could put this together as a news report. Or students make a poster or book which illustrates these people and the way they witness for Jesus in what they say and do.
- Students research and present information about the ways a local or church organisation witnesses for Jesus, such as missionaries, church 'outreach' groups, Lutheran Community Care. Brainstorm ways the class can support one of these organisations. Select appropriate suggestions for support and give the class the opportunity to make this an ongoing project.

## *YOU WILL NEED*

- ☐ video of news reports featuring 'eyewitness' accounts of incidents which have occurred, or sections of a video which include a courtroom scene where people are called as witnesses to an event
- ☐ Bibles, Bible story books, illustrated Bibles, Bible handbooks
- ☐ Photocopies of TRS B2/1, B2/2, B2/3 for students
- ☐ arrange panel of speakers

## *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. Identify plot, point of view, characterisation, atmosphere, suspense and setting. Write plays featuring settings, characters and dialogues. Experiment with a range of vocabulary, punctuation and grammar. Develop editing skills.
*Mass Media:* Construct own media text, appealing to a particular audience. Monitor reporting of news for way stories are presented.
*Everyday Texts:* Consider the impact of their language, both verbal and non-verbal on others. Consider the needs of an audience when speaking and writing, eg eye contact, explain facts. Consider how factors, such as information, rhythm, pronunciation, influence the way audiences receive spoken texts. Plan, prepare and present short talks. Develop strategies for gathering, recording and reporting data. Report findings.

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 the range of students' attitudes to ways Christians witness for Jesus today?

How did I respond to the range of students' understanding of Bible stories of people witnessing for Jesus?

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?

# FEATURE REPORT ON DISCIPLE PETER

**ANNOUNCER:** Welcome back to Channel 12's *Eyewitness News*. We are about to cross to our feature report about the 'mystery' man who has been at the centre of the unusual events which have been taking place in Jerusalem since Pentecost Day.

*(Cross to reporter interviewing Andrew, the brother of Peter, in temple courtyard.)*

**REPORTER:** By now you will be familiar with the events which took place on Pentecost Day. Everyone is talking about the stirring speech given by a man called Peter. We've managed to track down Peter's brother, Andrew, who hopefully can give us some information about this bold and confident speaker.
Andrew, thanks for joining us.

**ANDREW**: My pleasure.

**REPORTER**: Rumour has it that your brother has had very little formal education. Is this correct?

**ANDREW:** That's right! Peter and I were ordinary fishermen by trade before we became disciples of Jesus.

**REPORTER:** Andrew, can you tell us more about what your brother is like?

**ANDREW:** To tell you the truth, Peter used to be a real hothead. He'd always speak or act before he thought.

**REPORTER:** Can you give us a few examples of what you mean?

**ANDREW:** Sure! I can remember the time when we were in a boat and we saw Jesus coming towards us, walking, ON the water. Well, Peter thought he could do this too, so he jumped overboard. But he soon became scared and got into difficulties. Thankfully, Jesus saved him.

**REPORTER:** He experienced that sinking feeling?!

**ANDREW:** And then there was the time Jesus took Peter, James and John up a high mountain. Some pretty amazing things happened up there. Jesus' face and clothes started shining like the sun. And then Moses and the prophet Elijah, who had been dead for years and years, appeared and started talking to Jesus. Big-mouthed Peter started interrupting and organising tents for everyone — that is until God spoke!

**REPORTER:** Amazing! Any other examples you can give us?

**ANDREW:** I guess the time when Peter had plenty to say, but very little courage to follow up his words, happened on the evening of the passover. Jesus knew that he was going to die and he told us that we would all run away and leave him. Peter, who loved Jesus very much, felt that he could never do anything as terrible as this to Jesus, so he told Jesus in no uncertain terms that he would NEVER leave him. He would even be willing to die with him.

**REPORTER:** So Peter stayed with Jesus through the trial and tried to defend him?

**ANDREW:** No, actually he didn't. Apart from cutting off the high priest's servant's ear when Jesus was being arrested, Peter's courage soon evaporated. In fact, when Peter was asked if he was one of Jesus' followers, he said on three different occasions that he didn't even know Jesus.

**REPORTER:** This certainly does not sound like the courageous and clear-thinking person we have all been hearing about.

**ANDREW:** Yes, he's a changed man now.

**REPORTER:** What do you think brought this about?

**ANDREW:** Well, first of all he saw Jesus alive again after Jesus had been executed, and this certainly had a big impact on him. Secondly, Jesus spent time with Peter and made it obvious that he had forgiven Peter, that he still loved him and had important work for him to do. But I think the biggest change took place when the Holy Spirit came to him and to all of us at Pentecost. We can't help telling what we have seen and heard about Jesus.

**REPORTER:** Who is this Jesus? You've told us some pretty amazing things already about him. Tell us more!

**ANDREW:** Actually, I think the best person to talk about Jesus is Peter himself. I can see him heading over towards us now. Hey, Peter, come and join us! They want to know about Jesus!

**REPORTER:** Peter, it's wonderful to finally catch up with you. You're obviously a very busy man.

**PETER:** I'm never too busy to talk about Jesus.

**REPORTER:** What can you tell us about him?

Complete the interview by writing what you think Peter might have said to the reporter about Jesus. Read Acts 2:22–41 to find out about what Peter told the people on Pentecost Day about Jesus and what they need to do to be saved. This could give you a few ideas of what information you should include in the interview.

**PETER:** _____

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# PETER WITNESSES FOR JESUS

Name of story _____

Bible reference _____

Describe this story from Peter's perspective or as an 'eyewitness' account of the event.

When writing your eyewitness account of the story, include the following information:

Description of the event _____

_____

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Names of people involved in the event _____

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What Peter **said** that was a witness for Jesus _____

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What Peter **did** that was a witness for Jesus _____

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Name any difficulties or dangers Peter faced _____

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_____

What had Jesus done which made Peter so committed to being a witness for him?

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# PEOPLE WITNESSING FOR JESUS

Choose **one** of the people who spoke to us about the way they witness for Jesus.

- name of the person _____

Make notes for a summary of what this person told the class. Include:

- a brief description of the person _____

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- a description of the 'work' this person is involved in _____

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- what they say that is a witness for Jesus _____

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- what they do that is a witness for Jesus _____

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- what Jesus has done for them that makes them want to be a witness for him

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- situations which make witnessing difficult and how they deal with them _____

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You can present your summary in one of these ways:

| | | |
|---|---|---|
| Draw illustrations and write captions | Record an interview | Present a drama |
| Write a report | Write a letter to your parents/care-givers, describing what the person told the class | |