

**MODEL UNIT
BAND C
LEVEL 1**

THE DIARY OF A DISCIPLE

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 Jesus' teachings about the cost and rewards of discipleship
- 1b explore the relationship Jesus wants to have with people
- 1c investigate the cost and rewards of discipleship for Christians throughout history (martyrs)

2. JESUS' DISCIPLES ARE FORGIVEN AND FORGIVING

- 2a investigate biblical descriptions of God's forgiveness and reconciliation with people
- 2b explore the importance the Bible places on forgiveness and reconciliation between people
- 2c identify issues and relationships which would benefit from Christian forgiveness and reconciliation

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

- 3a explore ways Christians determine their values
- 3b compare and contrast Christian values and ethics with the values and ethics of contemporary society
- 3c identify ways people can demonstrate and promote Christian values

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Record in their diary Jesus' teaching about the cost and rewards of discipleship. (1a)
- Describe the relationship Jesus had with his first disciples. (1b)
- Record Jesus' teaching about forgiveness. (2a,2b)
- Write a comparative list of the costs and rewards of Christian discipleship. (1c)

ASSESSMENT STRATEGIES

- ⇒ diary
- ⇒ diary
- ⇒ diary
- ⇒ list

UNIT SUMMARY

Students investigate the disciples as learners under the instruction of Jesus the teacher. They examine the Bible's story of Jesus' disciples, take on the identity of a disciple, and keep a diary recording what they are learning as they follow Jesus.

UNIT NOTES

Students keep a diary, recording what it might have been like to be one of Jesus' original disciples. In the diary students will include reports about what they saw and heard, items they might have collected and sketches of things they witnessed. *Penny Pollard's Diary* (Recommended Resources Menu) is an excellent example of this type of diary.

INTRODUCTION

1. TEACHER AND STUDENT

View a movie such as *Karate Kid* in which a teacher develops a relationship with a student and teaches them about life issues. After viewing the movie, discuss:

- What type of relationship does the teacher develop with the student?
- What does the teacher teach the student?
- What impact does the teacher have on the student's life?
- What were the costs and rewards of following the teacher?
- What might the student say about their experiences with the teacher/mentor?

Tell students that Jesus is sometimes called teacher. Ask students if they know who Jesus' students were. Tell students that 'disciple' is the New Testament word for 'learner/follower/student'. The disciples learnt by listening to what Jesus said and watching what he did. In Christian Studies students are about to investigate the relationship between Jesus the teacher and his students. To do this the students will imagine they are one of Jesus' first disciples and keep a diary of what they hear Jesus say and see him do.

Distribute Teacher Resource Sheet (TRS) C1/1 and read a text such as *Penny Pollard's Diary* to discuss the way in which the students will use a diary format in their investigation of what it means to be a disciple of Jesus.

DEVELOPMENT

2. JESUS CALLS DISCIPLES

When reading the Bible passages, highlight the types of people Jesus called to be his students. Jesus called ordinary, unimportant and even unpopular people such as fishermen, women and tax collectors, rather than learned and well-respected people.

Students read the following Bible passages in groups to record who the disciples of Jesus were and how they came to follow Jesus:

Matthew 4:18–22 Mark 2:13–17
 Luke 5:1–11, 27–32 Luke 8:1–3
 John 1:43–51.

Use Bible encyclopedias to explore the social status of Jesus' disciples. Discuss:

- What type of people were the disciples?
- Why do you think people followed Jesus?
- Which person can you most identify with? Explain why.

Study artwork and illustrations in children's Bibles to help students imagine the disciples and the setting in which Jesus called them.

Diary of a disciple Each student takes on the identity of one of Jesus' disciples. They make their first diary entry, introducing themselves, drawing a 'self-portrait' and describing how they came to follow Jesus.

3. WHAT IT MEANS TO BE DISCIPLES OF JESUS

Read Luke 9:57–62 and Luke 10:1–12, 17–24 and discuss the disciples' feelings about following Jesus. The cost seems great. Jesus requires total commitment.

In groups students read Bible passages selected from the Bible References Menu and make a comparative list of the costs and rewards of discipleship, eg
 Matthew 10:1–42 Luke 12:32–34
 Luke 14:25–33.

Share the lists as a class and acknowledge that at this stage the costs may outweigh the rewards. Begin a class chart of the costs and rewards of discipleship and add to the chart as the unit progresses. Ensure the rewards are emphasised during the unit.

Diary of a disciple Students make a diary entry recording their response to Jesus' teaching about the cost and rewards of discipleship.

4. LIFE OF A DISCIPLE

The following section involves the reading of Bible stories and recording diary entries for each story. It can be completed individually or as a class. Students must complete at least one reading and diary entry from each topic. More readings can be completed, depending on the time available.

If exploring the stories as a class, present the stories in different ways, eg viewing the story on a video, listening to a tape, dramatising the story and conducting a guided meditation of the story. See TRS C1/2 for suggested stories.

A. Jesus' miracles

Students explore what it might have been like to witness Jesus' miracles. This is an ideal topic for guided meditation. Encourage students to make themselves comfortable as they listen to the story (see stories listed on TRS C1/2), imagining themselves as a disciple.

Diary of a disciple Students record:

- What did you learn about Jesus from this miracle?
- What was Jesus teaching people by means of the miracle?

They may add 'souvenirs' or 'photos' of the event, or comments of bystanders.

B. Jesus' stories

Use Bible encyclopedias and handbooks to explore the word 'parable'. Highlight that Jesus used parables about ordinary things to help people understand his message.

Students choose a parable from those on TRS C1/2 and imagine hearing it for the first time. Encourage them to use Bible handbooks or encyclopedias if they have difficulty understanding the imagery.

Diary of a disciple Students record:

- What was the message of the parable?
- What did you learn about Jesus or about being a disciple from this parable?

They may add pictures of items used in the parable.

C. Jesus' relationship with people

Students choose stories from TRS C1/2 to explore Jesus' relationship with people. Bible encyclopedias have information about the way in which society viewed many of these people, eg they were social outcasts, unclean.

Diary of a disciple Students record:

- What needs did these people have?
- How did Jesus react to the people's needs?
- How do you think the people felt after their encounter with Jesus?

They add 'photos' of people Jesus encountered.

D. Jesus' teaching

Students choose from the stories listed on TRS C1/2 and consider how they as disciples might have reacted to Jesus' teaching about forgiveness and love.

Diary of a disciple Students record:

- What was Jesus teaching people?
- How did you respond to Jesus' teaching?

They may add 'souvenirs' they collected at the site of the teaching or their notes to help them remember the teaching.

E. Jesus' death and resurrection

As a class view a video which depicts the crucifixion of Jesus or conduct a guided meditation on one of the accounts. Alternatively, students work individually or in groups with the stories listed on TRS C1/2.

Diary of a disciple Students record:

- What did you feel and think as you witnessed Jesus' suffering and heard the news of his death?

View a video depicting Jesus' resurrection. Students choose from stories on TRS C1/2.

Diary of a disciple Students record:

- How did you feel and what did you think as you saw Jesus alive again?
- What did you learn from Jesus' resurrection?

F. Jesus sends his disciples into the world

Students read the story listed on TRS C1/2 and consider the disciples' reaction to Jesus' commission and his ascension.

Diary of a disciple Students record:

- What does Jesus send you to do?
- How do you feel about it?

They add 'souvenirs' or 'photos' of the event, or questions they have about their future.

Read Acts 2:1–12, 38–42 and skim through chapters 3–12 to explore what the disciples went on to do. The Bible story of Pentecost tells of the time when the Holy Spirit came upon the disciples and they were able to fully understand what Jesus had done and what he had taught them.

OPTIONAL ACTIVITY: Students use Bible encyclopedias to investigate what happened to Jesus' original twelve disciples.

RESPONSE**5. DISCIPLESHIP REFLECTIONS**

Students complete their diaries. Review the chart about the costs and rewards of discipleship and add any further information. Discuss as a class:

- How would you describe the life of a disciple of Jesus?
- What kind of relationship does Jesus want with his disciples?
- What have you learnt about Jesus that would explain why Christians (disciples of Jesus) follow Jesus today?
- What would be similar and different about the experiences of Jesus' first disciples and Christian disciples today?

Students share their diaries with another class.

Students complete a self-evaluation (TRS C1/3).

YOU WILL NEED

- a copy of *Penny Pollard's Diary* (see Recommended Resources Menu)
- materials or books for students to make their own diaries
- children's Bibles or artwork
- video of Jesus' life, particularly his crucifixion
- copies of TRS C1/1,2,3

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. Directed reading, reading alone. Editing skills. *Everyday Texts:* Consider needs of audience when speaking. Develop discussion and problem-solving skills. Use strategies for gathering, recording and reporting data. Report findings in speech and writing.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Formulate questions, reflect on knowledge and understanding. Identify information sources. Identify similar data. Draw conclusions. Identify, analyse and clarify values. Consider audience in presentation. Cooperation skills.

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 challenge the students' preconceived ideas about what it means to be a disciple of Jesus?

How did I respond to the range of students' attitudes towards Jesus' call to all people to follow him?

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?

imagine

that you are a disciple of Jesus, living in Jesus' time.

You are one of his students, learning what it means to follow him.

Your task is to keep a diary in which you record what you witness and learn.

Your diary is your individual creation as a disciple.

It can contain much more than just words. It can include:

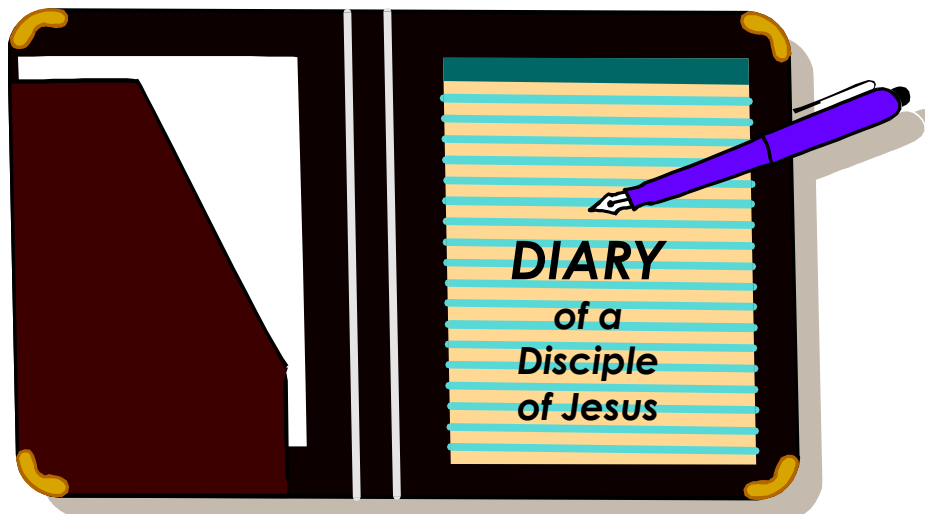
- things that you collect along the way as you follow Jesus
- drawings of things you witnessed
- notes about important things to remember.

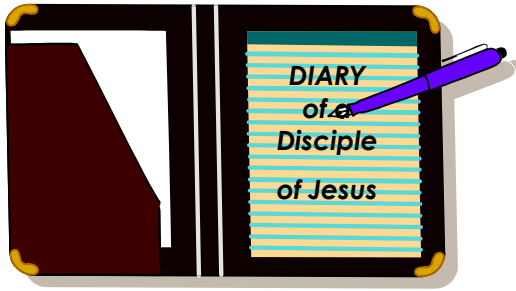
Your diary will include information about:

- 1. Jesus' miracles**
- 2. Jesus' stories**
- 3. Jesus' relationship with people**
- 4. Jesus' teachings**
- 5. Jesus' teachings about what is important in life**
- 6. Jesus' death and resurrection**
- 7. Jesus' special commission**

You will need to organise your own diary.

It can be in the form of a booklet you yourself have made or a small exercise book from a supermarket.





Choose one story from each topic and imagine you were there.

Record in your diary your response to each reading.

Write about what you saw, heard and thought.

Illustrate what you saw, heard and thought.

Attach to your diary entry any items you might have collected, comments or phrases you want to remember, or sketches of scenes you want to remember.

A. You witness Jesus' miracles

Jesus calms a storm	Mark 4:35–41
Jesus feeds a hungry crowd	Mark 6:30–44 Matthew 15:32–39
Jesus heals a man with evil spirits	Mark 5:1–20
Jesus heals a woman and Jairus' daughter	Mark 5:21–43
Jesus brings Lazarus to life	John 11:1–44
Jesus heals a man born blind	John 9:1–41
Jesus heals a paralysed man	Mark 2:1–12
Jesus heals ten men	Luke 17:11–19

Questions to think about:

- What did you learn about Jesus from this miracle?
- What was Jesus' teaching people by means of the miracle?

B. You hear Jesus' parables

A lost sheep	Luke 15:1–7
A lost coin	Luke 15:8–10
A lost son	Luke 15:11–32
A good Samaritan	Luke 10:25–37
An unforgiving servant	Matthew 18:21–35
A sower	Matthew 13:1–23
A rich fool	Luke 12:13–21
A Pharisee and a tax collector	Luke 18:9–14

Questions to think about

- What was the message of the parable?
- What did you learn about Jesus or being a disciple from this parable?

C. You observe Jesus with people

A man with a skin disease	Matthew 8:1–4
Nicodemus	John 3:1–21
Zacchaeus	Luke 19:1–10
A woman who anoints his feet	Luke 7:36–50
A widow of Nain	Luke 7:11–17

Questions to think about:

- What needs did these people have?
- What was Jesus' reaction to them?
- How do you think Jesus made these people feel?

D. You listen to Jesus' teaching

Interpreting God's law	Matthew 5:17– 7:29
The greatest commandment	Matthew 22:34–40
How to pray	Luke 11:1–13
How to serve	John 13:1–20

Questions to think about:

- What was Jesus teaching people?
- What was your response to Jesus' teaching?

E. You witness or hear about Jesus' death

Gethsemane and arrest	Matthew 26:36–56
Peter denies Jesus	Matthew 26:69–75
Jesus' death	Matthew 27:32–56

Questions to think about:

- How did you feel and what did you think as you witnessed or heard about Jesus' death?

F. You hear that Jesus is alive or you see Jesus after his resurrection

The resurrection	John 20:1–29 Luke 24:1–49
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Questions to think about:

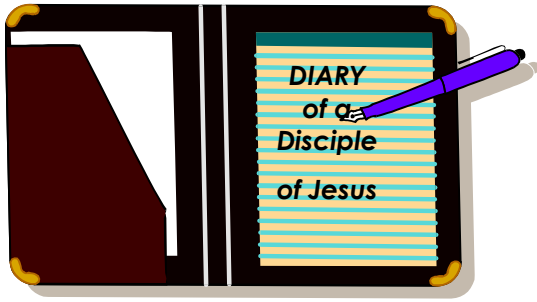
- How did you feel and what did you think as you saw Jesus again?
- What did you learn from Jesus' resurrection?

G. Jesus gives you an assignment

Jesus' commission to his disciples and his ascension	Matthew 28:16–20; Acts 1:1–11
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Questions to think about:

- What does Jesus send you to do?
How do you feel about this mission?



UNIT SELF-EVALUATION

What have you learnt about what it means to be a disciple of Jesus?

What did the stories teach you about Jesus?

What story will you remember most? Explain why you will remember it.

What do you think is the greatest cost of being a disciple of Jesus?

What do you think is the greatest reward for being a disciple of Jesus?

What do you think being a disciple of Jesus in today's world involves?
