

MENU

BIBLE REFERENCES

1

God calls people to be Jesus' disciples

Jesus calls his disciples

- Jesus calls four fisherman Matthew 4:18–22
Mark 1:16–20
- Jesus calls Matthew Matthew 9:9–13
Mark 2:13–17; Luke 5:27–32
- Jesus chooses twelve Mark 3:13–19
- Jesus calls the first disciples Luke 5:1–11
- Philip and Nathaniel John 1:43–51
- Women follow Jesus Luke 8:1–3
- Jesus sends the seventy-two
Luke 10:1–12; 17–24
- Jesus sends twelve disciples Matthew 10:1–15

Many people followed Jesus

- Mark 1:20 Mark 1:32,33
- Mark 2:15 Mark 3:7
- Mark 6:33 Mark 6:56
- Mark 10:21 Mark 10:52
- Mark 11:8,9

The cost and rewards of discipleship

- Matthew 5:13–16 Matthew 6:1–6,16–18
- Matthew 18:2–4,8,9 Luke 9:21–25,57–62
- Luke 12:32–34 Luke 14:25–33
- Luke 17:7–10 Matthew 19:27–29
- Matthew 25:31–46 Luke 22:28–30
- John 8:31,32 John 11:17–27
- John 14:1–6,27 John 17:24
- Philippians 3:7–14 2 Timothy 4:7,8
- Revelation 2:10 Revelation 21:3,4
- Stephen's martyrdom Acts 6,7

Disciples see Jesus perform miracles

- Jesus feeds five thousand Matthew 14:13–21
Luke 9:10–17; John 6:1–15
- Jesus feeds four thousand Matthew 15:32–39
Mark 6:30–44
- Jesus heals a crippled man Mark 2:1–12
Luke 5:17–26
- Jesus calms a storm Mark 4:35–41
Luke 8:22–25
- Jesus heals a man with evil spirit Mark 5:1–20
- Jesus heals a woman and Jairus' daughter
Mark 5:21–43
- Jesus heals blind Bartimaeus Mark 10:46–52

- Jesus brings Lazarus to life John 11:1–44
- Jesus heals a man born blind John 9
- Jesus and a widow of Nain Luke 7:11–17
- Jesus heals ten men with leprosy
Luke 17:11–19

Disciples heard Jesus' parables

- A sower Matthew 13:1–23
- An unforgiving servant Matthew 18:21–35
- A mustard seed Mark 4:30–34
- A good Samaritan Luke 10:25–37
- A rich fool Luke 12:13–21
- A lost coin, sheep, son Luke 15:1–32
- A Pharisee and a tax collector Luke 18:9–14

Jesus teaches the disciples

- Sermon on the Mount Matthew 5:1–12
- Jesus interprets the commandments
Matthew 5:17 – 7:29
- Clean and unclean Matthew 15:10–20
Mark 7:1–23
- Jesus speaks about his death
Matthew 16:21–28
- Seeking special privileges Matthew 20:20–28
- The greatest commandment
Matthew 22:34–40; Mark 12:28–31
- Jesus blesses children Mark 10:13–16
- Do not worry Luke 12:22–31
- How to pray Luke 11:1–13
- Jesus washes his disciples' feet John 13:1–20
- The new commandment John 13:34,35

Jesus' relationship with people

- Nicodemus John 3:1–21
- Mary and Martha Luke 10:38–42
- Zacchaeus Luke 19:1–10
- A woman anoints Jesus' feet Luke 7:36–50
- A Samaritan woman John 4:3–42

Identifying marks of Jesus' disciples

- Matthew 10:24,25 Matthew 12:46–50
- John 8:31,32 John 13:35
- Acts 4:13 Philippians 2:14–16

Suffering with Jesus

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

Celebrating with Jesus

The resurrection John 20:1–29; Luke 24:1–49

Life without Jesus

Acts 1:1–11 Acts 2:1–12,38–42

Disciples persecuted

Acts 4:1–22 Acts 5:17–42

Acts 6,7 Acts 8:1–3

Acts 12:1–4

2 Jesus' disciples are forgiven and forgiving

Everyone is in need of forgiveness

Ecclesiastes 7:20 Romans 3:23

Romans 8:7

God forgives

Psalms 32 Psalm 103:3,8–12

Psalms 130 Romans 3:21–31

Ephesians 2:1–7

Stories of reconciliation in the Old Testament

Jacob and Esau Genesis 25:19–34
Genesis 27:1–45; Genesis 32:1–21
Genesis 33:1–17

Joseph and his brothers Genesis 37–50

David and Saul 1 Samuel 17
1 Samuel 18:1–19:17; 1 Samuel 24

Jesus' mission of reconciliation

Romans 5:1,8–11 2 Corinthians 5:18–20

Ephesians 2:14–18 Colossians 1:20–22

Jesus teaches about forgiveness

Matthew 5:21–26,38–42 Matthew 6:12

Matthew 7:1–5 Mark 11:25

An unforgiving servant Matthew 18:21–35

A forgiving father Luke 15:11–32

A Pharisee and a tax collector Luke 18:9–14

The new commandment John 13:34,35

The impact of forgiveness on people's lives

A woman anoints Jesus' feet Luke 7:36–50

Zacchaeus Luke 19:1–10

Disciples as agents of reconciliation

Matthew 5:9 John 20:21

Romans 12:17–21 2 Corinthians 5:20

Ephesians 4:2,32 Colossians 3:13

3 Jesus' disciples live by God-given values and ethics

The Ten Commandments Exodus 20:1–21

Salt and light Matthew 5:13–16

Jesus explains the commandments
Matthew 5:20–48

Jesus criticises the Pharisees' interpretation
of the law Matthew 23:1–28

The golden rule Matthew 7:12

The greatest commandment Mark 12:28–31

Love for enemies Luke 6:27–35

Love one another John 13:34,35
John 15:12–17

Love is the law Romans 13:8–10

Christian motivation to love 1 John 3:11–18
1 John 4:10,11,19

Ephesians 4:17–5:20 1 Peter 2:9–12

Romans 13:8–14

Values

Matthew 6:1–4 Matthew 6:19–24, 25–34

Matthew 6:31–33 Matthew 7:7–12

Matthew 20:20–28 Luke 12:13–21

Romans 12:12 Philippians 3:7–11

Philippians 4:8 1 Timothy 6:6–10

1 Peter 1:13–16

KEY BIBLE VERSES TO HEAR AND REMEMBER

You are like light for the whole world.
Matthew 5:14 (CEV)

Forgive us for doing wrong, as we forgive others.
Matthew 6:12 (CEV)

*All that the Law says can be summed up in the command
to love others as much as you love yourself.*
Galatians 5:14 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God calls people to be Jesus' disciples

INFLUENCES Students draw a graph to show how they have spent their time in the last week. Students discuss:

- What does the graph suggest is important to you?
- If someone observed you for a week and recorded what you do and say, who or what would they say seem to be the big influences in your life?

Go on to explore how Jesus is the greatest influence in the lives of Christians. (1a)

LEADERS Students skim through newspapers and magazines to gather pictures of people who could be considered to be leaders. Give students each a picture of one of the leaders and they record:

- What does the leader offer?
- What does the leader ask of his/her followers?
- What kind of people are attracted to the leader? Why?

Display and discuss the pictures and students' reports. Go on to explore the relationship Jesus had with his disciples and the commitment required of Jesus' disciples. (1a,1b,1c)

WHOM DO YOU ADMIRE? Each student writes in the centre of a page the name of someone they regard as their role model. Students surround the name with the following questions and their answers to the questions:

- What does he/she do?
- How does he/she live their life?
- How does he/she make you feel?
- How does he/she influence you?

Students share their responses in pairs. As a class discuss:

- How important is it to have someone you admire?
- How are you influenced by people you admire?

Go on to investigate the way Christians follow Jesus and are influenced by him. (1b)

AN INVITATION Students make a list and gather examples of the ways people can be invited to join a group or attend something special. As a class discuss the feelings and thoughts associated with invitations, eg anticipation, considering the options, deciding whether or not to attend. Students read about the invitation Jesus extended to people such as Peter and Matthew Luke 5:1–11,27–32.

- In what ways was Jesus' invitation similar to and different from the invitations we have studied?
- What type of people did Jesus invite to follow him?
- What did accepting Jesus' invitation mean for these people?
- What questions might you have had about Jesus' invitation? (1a,1b)

ALL OR NOTHING Discuss with students the types of things which require an 'all or nothing' type of commitment, eg training for the Olympics.

Ask: Do you think that being a Christian is an 'all or nothing' type of commitment? Explain your answer.

Students go on to investigate Jesus' teachings about the cost and reward of discipleship. (1a,1c)

COMMITMENT Students interview a panel of people who share the cost and benefits of commitment to various values, activities, or professions, eg marriage, a sporting or artistic commitment, a person who has a sense of calling to a particular profession. Students use the interview to develop a common understanding of the word 'commitment'. (1a,1c)

FOLLOW ME Students read the following passages which describe the many people who followed Jesus:

| | |
|--------------|-------------|
| Mark 1:20 | Mark 1:20 |
| Mark 1:32,33 | Mark 2:15 |
| Mark 3:7–9 | Mark 6:33 |
| Mark 6:56 | Mark 10:21 |
| Mark 10:52 | Mark 11:8,9 |

Students record in groups:

- What type of people followed Jesus?
- Why do you think people were attracted to Jesus?

Go on to investigate people who have followed Jesus and what it means to be a follower of Jesus. (1c)

2

Jesus' disciples are forgiven and forgiving

RECONCILIATION Students use dictionaries to define the word 'reconciliation'. They develop a role-play to explain the word to others.

Students list four other words or phrases that could be used instead of the word 'reconciliation'.

Students identify issues at school, in the community, in Australia and the world that would benefit from reconciliation. Discuss:

- Why is reconciliation needed?
- What do you think could be achieved by reconciliation?

Go on to explore Jesus' teaching about forgiveness and the new commandment. (2a,2b,2c)

BROKEN RELATIONSHIPS Display a range of pictures of people who appear to be in conflict with one another. Discuss the pictures and what might have caused the conflict. Students suggest how the people might be feeling and their own experiences of similar situations.

Distribute the pictures among groups of students. Each group records what might be needed to restore peaceful relationships in each pictured situation.

Share students' responses and as a class make a list of some general ways of dealing with broken relationships.

Students go on to explore the Bible's message about the way in which God has restored the relationship with people and the Bible's message for restoring relationships between people. (2a,2b,2c)

IS IT EASIER TO FORGIVE? Students discuss in groups their responses to: Is it easier to forgive or to ask for forgiveness? Each group records their response to the statement and justification for their views. Use this activity to lead into an investigation of Jesus' teaching about forgiveness. (2a,2b,2c)

IF I NEVER FORGAVE Students work in pairs to list what might happen to a person who never forgave. Students list the consequences under the headings of: relationships, health, emotions.

Share these as a class and discuss students' perception of the importance of forgiveness. Go on to an exploration of the centrality of forgiveness in the life of Christians. (2a,2b,2c)

FORGIVE AND FORGET Write on the board the following statements 'You forgive and forget', 'Two wrongs don't make a right', 'Turn the other cheek'. Discuss with students what they understand by these statements and whether they think the statements are true.

Students share times when they have found it difficult to follow the advice of one of the statements.

Ask students to consider other statements which reflect what is more likely to happen in times of conflict in the world.

Students investigate the Bible's message about forgiveness and resolving conflict. (2a,2b,2c)

COULD YOU FORGIVE? Provide students with a newspaper article about a recent murder. Discuss the article and ask students to imagine they are a family member of the person who was murdered. Ask the students: Could you forgive the murderer? Why or why not? Discuss with students:

- What makes it difficult to forgive others?
- What does it mean to hold a grudge against someone?

Students could share experiences of someone holding a grudge against them or experiences of being forgiven. This activity could lead to exploring how following Jesus helps people to forgive. (2a,2b,2c)

3

Jesus' disciples live by God-given values and ethics

ON A DESERT ISLAND Students imagine themselves on a desert island with their classmates. Students work in groups to make a list of 'commandments' or rules for living happily on the island together.

Students share their 'commandments'. They analyse the way in which the commandments demonstrate what they believe is important and what they want to protect. Move on to comparing their commandments with Jesus' directions to his disciples. (3a)

DECISIONS, DECISIONS Students study an episode from a current TV program in which a character faces a difficult decision. Students analyse the process of decision-making, the consequences of the decision and the impact the decision has on other characters. Go onto explore how Christians' relationship with Jesus influences their decision-making. (3a,3b)

THE COST OF PRINCIPLES

To introduce an investigation of Christian principles, view a film such as *Jerry Maguire* where a person faces difficult decisions because of their beliefs or principles.

Discuss with students times when they have had to make a difficult decision because of their beliefs or principles.

- What was the outcome of your decision?
- In the film *Jerry Maguire* was eventually rewarded for his decision. Do you think this is typical of what happens when people act on their principles?
- Do people's beliefs and principles sometimes make decision-making difficult?
- In what ways do the decisions we make show what is important to us?

This can lead to a study of the cost of following Jesus. (3a,3b,3c)

MAP OF MY PAST Each student creates a map of their past, recording times they were faced with decisions.

Discuss with students what or who helped them to make their decisions and the consequences of their decisions.

Students continue the map into their imagined future and record what decisions they think they may be faced with. Discuss:

- What help do you think you need to make decisions?
- How do people's decisions affect their lives?
- What do people's decisions reveal about the people themselves?

Go on to explore what influences Christian decision-making. (3a,3c)

RIGHT OR WRONG Each student draws a picture of himself/herself in the centre of a page. Students surround the drawing with words or drawings of people and things that help them decide what is right and wrong. Students then rate each thing or person from the most to least powerful influence in their decision-making. Go on to explore how Christians' relationship with Jesus assists them decide what is right and wrong. (3a)

ALL TALK? Write the following statement on the board: *Christians are all talk and no action.*

Students list their reactions agreeing or disagreeing with the statement. Discuss as a class:

- Why might people say this about Christians?
- What does it mean to live as a Christian?

Go on to explore what it means to live as a disciple of Jesus. (3a,3c)

LIFE ISSUES Collect newspaper articles about contemporary ethical issues, eg euthanasia, racism, poverty. Students work in groups to sort the articles and briefly record the point of view presented in each article. Choose one of the issues to explore in detail. Use a range of resources to explore ways Christians might respond to the issue. (3b)

VALUES Provide each student with a piece of paper and ask them to draw or write about the things they value most. At the bottom of the page students write their definition of a value, eg A value is . . . As a class discuss the students' pictures and definitions and make a class definition of a value. Discuss:

- What do values do?
- How is your life influenced by values?

Go on to explore Christian values and how they influence the way Christians live. (3a,3b)

MENU

DEVELOPMENT ACTIVITIES

1

God calls people to be Jesus' disciples

JESUS' FRIENDS Students read stories of Jesus and his friends (see Bible References Menu).

They create a fictional person who followed Jesus and make journal entries about their experiences with Jesus and what it means to follow him. The students could view a film about the life of Jesus to assist them with their writing. (1a,1b)

FOLLOWERS OF JESUS Students investigate people through history who have followed Jesus, eg Eric Liddell, William Wilberforce. Students prepare time lines of important events in the people's lives. Students record a summary statement about what being a follower of Jesus meant for this person.

Share these as a class and discuss the difference that being a follower of Jesus made to the people's lives. (1a,1b,1c)

MARTYRS Students find the meaning of the word 'martyr'. As a class read and use Bible handbooks to investigate the story of Stephen, the first Christian martyr (Acts 6:8–15; 7:1 – 8:2). Use non-fiction texts to develop a list of Christians who have died as a result of their faith. Students investigate martyrs and prepare a gallery of posters of people who have suffered for the Christian faith.

Amnesty International has listings of countries where people face religious persecution today. (1c)

THE TEAM Students investigate the people who made up Jesus' team (see Mark 3:13–19; Luke 8:1–3; Luke 10:1–12).

Students use a concordance to investigate 'disciples' in the gospels.

They read Matthew 10:1–42 and use a study Bible to record the mission of Jesus' team. Students record:

- What did Jesus' team (the disciples) do?
- What does being a member of Jesus' team involve?

See Bible References Menu. Students develop a report on Jesus' team. Students design a team jumper for members of Jesus' team. (1a,1b)

IDENTIKITS FOR CHRISTIANS How do you recognise a Christian? Students work in groups to consider this question.

Make a list of famous people whom students know to be Christians, eg Darren Beadman, Peter Garrett.

Students explore ways in which Jesus describes the identifying marks of Christians (see Bible References Menu).

Students interview young members of the congregation to find out what they consider to be the marks of a Christian. Students develop an 'identikit' for a Christian. (1a,1b,3a)

NO TURNING BACK As a class read Luke 9:57–62 and discuss Jesus' message about the commitment required for a person to follow Jesus. (1a)

CHRISTIANS: TODAY AND

YESTERDAY Students research the life of early Christians under Roman rule. They use a range of resources such as Bible encyclopedias to gather information about the persecution the early Christians experienced, and the rewards of discipleship.

Students interview Christians from the school or local congregational community to explore the costs and rewards of discipleship today. Invite senior students or youth interns, who are able to share the issues they face as young Christians today.

Students use the information to write a report or design a poster entitled *Disciples: Then and Now*. (1a,1c)

SONGS ABOUT DISCIPLESHIP

Students study hymns and songs to explore Christian beliefs about what it means to be a disciple of Jesus. Students consider the message of the songs and the effect they may have on the audience.

Students work in pairs to design a CD cover for a collection of songs about Christian discipleship. (1a,1b)

WHY FOLLOW JESUS? Students investigate Jesus' teaching to explore the benefits of discipleship (see Bible References Menu for readings).

They work in groups and create a role-play to share with others the benefits of discipleship. (1c)

REWARDS OF FOLLOWING JESUS

View a film or read a Bible story book about the life of the apostle Paul and/or Peter. Discuss their challenging experiences in order to establish the context for exploring their writings about the rewards of following Jesus.

Students keep a log as they read Paul's or Peter's letters to early Christians. They explore descriptions of the rewards of being a follower of Jesus.

Paul

2 Corinthians 4:1 – 5:5
Philippians 3:7–14
2 Timothy 4:7,8.

Peter

1 Peter 1:3–9
1 Peter 4:12–19
2 Peter 1:3–11

Students design a 'Wanted' poster that Paul or Peter might have used to encourage others to become a follower of Jesus. (1c)

2**Jesus' disciples are forgiven and forgiving**

THE FORGIVING FATHER Students read the story of the forgiving father, Luke 15:11–32. Students make a list of ways the father expresses his love for his son. Discuss with students the message of the story.

Students use study Bibles and Bible handbooks to explore the significance of the elder brother in the story, eg he was representing the scribes and Pharisees who criticised Jesus love and forgiveness for all.

Students write their own title and ending to the parable. (2a,2b)

FORGIVENESS Students create a file in which they record the Bible's message about forgiveness. They investigate

- stories in which Jesus describes God's forgiveness, eg the 'lost' parables, Luke 15:1–32;
- stories in which Jesus' forgiveness acts as a means of healing for people, eg Mark 2:1–12; Luke 17:11–19; Luke 7:36–50;
- Jesus' teaching about forgiving others, eg Matthew 18:21–35; Matthew 6:12; Luke 6:35.
- forgiveness in the Epistles, eg Ephesians 4:32; Colossians 3:13. They can use a concordance to find other references.

Students discuss and record how these teachings might affect people's lives. They use the file to develop an informative brochure about forgiveness. (2a,2b,2c)

RECONCILIATION Reconciliation is relevant to the life of Jesus' disciples. They have been reconciled with God and seek to be reconciled with other people. Christians believe that reconciliation includes acknowledging fault and being forgiven and forgiving.

Students explore the Christian understanding of the word reconciliation through any of the following activities:

- Jesus told parables to teach his followers what it means to be forgiven and forgiving (see Bible References Menu). Students explore Jesus' teaching about forgiveness and prepare role-plays of the parables.
- Students use a concordance to investigate the Bible's teaching about forgiveness and reconciliation.
- Explore Old Testament stories of reconciliation in relationships, such as Jacob and Esau, Joseph and his brothers. Students develop a list of the steps involved in a reconciliation process.
- Investigate Bible readings from the Bible References Menu to explore the way in which Jesus was on a mission of reconciliation between God and people. Students prepare a cover for a video that could be screened entitled 'The Great Mission of Reconciliation'. (2b,2c)

KING DAVID To develop an understanding of the Christian life as a cycle of sin and forgiveness, students investigate the life of King David in a children's Bible such as Selina Hastings, *The Children's Illustrated Bible*.

Students record key events in David's life on a time line. Students use the time line to consider what the stories about King David teach people about sin and forgiveness.

Students read psalms, eg Psalm 51,55,57, to explore how David expressed his feelings and thoughts about sin and forgiveness.

In groups students brainstorm times when they might have felt like David. Students write poems or psalms which express their thoughts and feelings about doing things wrong and being forgiven. (2a,2b,2c)

FORGIVENESS CAN CHANGE PEOPLE'S LIVES

Students investigate Bible stories of people in whose lives God's forgiveness brought about changes, eg Jacob, David, Zacchaeus, woman at the well, Paul.

Students record what the Bible teaches about forgiveness and the impact it can have on people's lives. (2a,2b,2c)

3

Jesus' disciples live by God-given values and ethics

JESUS' TOUGH DECISIONS Students investigate Bible stories in which Jesus faced difficult decisions, eg his temptation, praying in the garden of Gethsemane. They record what Jesus did to help him make the decisions. (3a)

THE CHRISTIAN LIFESTYLE Students explore Jesus' Sermon on the Mount to discover what it means to live a Christian lifestyle. Matthew 5:1–12; Matthew 5:13–16; Matthew 5:21–48.

Students record Jesus' teaching and develop role-plays applying Jesus' teaching to situations relevant to the class.

They also explore Jesus' teaching about values, eg Matthew 6:19–34, Matthew 7:1–12, Luke 12:15. They compare the values Jesus encourages with the values promoted in the media.

Students create a story strip to show 'A Day in the Life of a Christian'. (3a,3b,3c)

COMMANDMENTS PROTECT RELATIONSHIPS Students consider the Ten Commandments as God's way of protecting the Israelites' relationship with him and with each other.

Students work in groups and each read one of the commandments and the explanation of the commandment in Luther's *Small Catechism*. They record what God is protecting in each commandment. (3a,3b)

THE TEN COMMANDMENTS Students work in groups and each group works with one of the Ten Commandments to identify its meaning, in terms of 'letter of the law' and of 'spirit of the law', eg

letter of the law: Do not murder.

spirit of the law: Human life is precious.

Each group presents their findings to the class.

Discuss with students:

- Do you think it is easier to live by the 'letter' of the law or the 'spirit' of the law? Why?
- Do you think anyone is able to perfectly live out the commandments? Why or why not?

Read and discuss 1 John 3:11–18 and Christians' new relationship with the law because of Jesus. (3a)

JESUS' CHALLENGE Explore the way Jesus challenged his society.

- Why was he considered radical?
- How did his words and actions engender harmony or disharmony?

Students rewrite an incident from Jesus' life in a modern context or identify contemporary issues on which Jesus would speak out and call for radical solutions. They use the Bible's record of Jesus' teachings to consider what he might say to people today. (3a,3b,3c)

THE SERMON ON THE MOUNT

Students read and investigate Jesus' beatitudes, Matthew 5:3–12.

- Who does Jesus say are blessed by God?
- In what ways does this challenge the world's values where wealth and power are considered great blessings?

Each student chooses one of Jesus' teachings in Matthew 6:21 – 7:12 to read and report on.

Students work in groups to develop comparative lists of Jesus' teachings and the world's values.

Share these as a class and discuss what it might be like to live out Jesus' teaching in the world, eg

- Do you think it would be easy or difficult to live as Jesus teaches?
- How do you think other people would react to Christians living this way? (3a,3b,3c)

NON-CONFORMISTS Students survey the media by examining TV programs and magazines and newspapers and make a list or collage to show the media's values, eg power, wealth, success.

Students investigate Jesus' teachings, eg the Sermon on the Mount, and develop a list or collage to show Christian values, eg to love others, to serve others.

Compare the lists and discuss with students: In what ways do Christian values make Christians non-conformists?

Students investigate the Bible's message about Christians living in the world, eg Matthew 5:13–16 Philippians 2:14–16a
Romans 12:1,2 1 Peter 1:13–16.

Students investigate Christians throughout history who have challenged the values of society, eg William Wilberforce, Jackie Pullinger. (3a,3b,3c)

JESUS SPEAKS OUT TODAY

Students identify issues on which Jesus would speak out today. Students use the Bible's record of Jesus' teachings to consider what he might say to people today. Students retell a story or teaching of Jesus in a contemporary setting. (3a,3b,3c)

THE GOLDEN RULE The 'golden rule' is part of Jesus' Sermon on the Mount, which is Jesus' teaching of his disciples about how to live and what to value. Read Matthew 7 and discuss the meaning of the golden rule (Matthew 7:12) Use Bible handbooks to explore the context of Jesus' teaching.

Discuss:

- What does Jesus say is important in relationships?

Write on the board or overhead transparencies several situations such as:

- I am trying to decide if I will tell the teacher that I found someone's lost wallet.
- I don't know if I can pass the English test. I think I might have to cheat and copy my neighbour's work.
- My best friend doesn't like James. He says James is a nerd. He wants me to help trip James up at lunch.

Create a reflective mood in the classroom by playing appropriate music. Students read and record their responses to the situations if they applied the golden rule. Tell students to try to imagine what it might be like if they were the other person in the situation.

Discuss with students:

- How would you feel if someone did these things to you?
- Which teaching of Jesus could be applied to the situation? (3b)

GENERAL ACTIVITIES

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

SONGS Students learn songs related to the concept (see Resources for Music and Devotions in the Appendix).

TIME LINE (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, include information relating to Jesus' disciples throughout history.

GOD FILE (A recommended activity for Level 2) If the class is developing a God File, add information to the file about God calling people to be Jesus' disciples.

MENU

RESPONSE ACTIVITIES

1

God calls people to be Jesus' disciples

DIALOGUE WITH JESUS Students work in pairs to develop a dialogue of a discussion they might have with Jesus about what it means to follow him. Students could prepare a role-play based on their dialogue. (1a,1b)

DEBATE Students develop comparative lists of the costs and rewards of discipleship. Students share these in groups. As a class debate the statement: It's easy to be a Christian. (1a,1b,1c)

SONGS OF DISCIPLESHIP Students listen to contemporary Christian music CDs to explore what young Christians say about being disciples of Jesus. Students work in groups to develop their own songs about discipleship. (1a,1b)

DESIGN FOR DISCIPLESHIP Students work with a partner to develop a sculpture, painting or tapestry which depicts their understanding of what it means to be a disciple of Jesus. Display the artwork in the classroom or use the items as a stimulus for class devotions. (1a,1b,1c)

PROFILES OF GREAT DISCIPLES Students prepare posters or a database of great disciples. Posters could be displayed in a gallery of disciples of Jesus. Students can choose to research historical disciples or interview Christians in the local community. (1a,1b,1c)

2

Jesus' disciples are forgiven and forgiving

FORGIVENESS AND RECONCILIATION IN

RELATIONSHIPS Students develop a pamphlet to teach students or families of the school community about the importance of forgiveness and reconciliation in relationships. The pamphlet could include a step by step guide to reconciliation, the benefits of being forgiven and forgiving and the Bible's message about forgiveness. (2a,2b,2c)

RECONCILIATION Investigate organisations which work for reconciliation, eg Australians for Reconciliation Network, The Council for Aboriginal Reconciliation. Students use the following questions to guide their investigation:

- What does reconciliation mean to your organisation?
- What issues are involved in reconciliation?
- In what ways are you working to achieve reconciliation?
- What are the benefits of reconciliation?

Students plan a day of reconciliation for the school community. Students could begin the day with a school worship which centres around God's message of reconciliation. Students could invite guest speakers and develop activities for the school community which present a message of the importance of reconciliation in all relationships, from personal to national. (2a,2b,2c)

IMAGES OF FORGIVENESS Students use what they have learnt about forgiveness to develop a collage or song about their understanding of forgiveness. Share these as a class during class worship. (2a,2b,2c)

THE FORGIVING FATHER Students prepare a dramatic presentation of the story of the forgiving father (Luke 15:11–32) for other classes. Students prepare some discussion questions teachers can use with their class after they have viewed the story. (2a,2b,2c)

3

Jesus' disciples live by God-given values and ethics

CHALLENGES OF THE BIBLE Each student designs a poster entitled: 'The most challenging words of the Bible' based on the Bible teachings used in the unit.

Provide time for students to read and respond to each other's posters:

- What words do you find personally challenging?
- Why do these words challenge you?
- In what ways do you think you could work towards meeting these challenges? (3a,3b)

ADVERTISING CAMPAIGN Design an advertising campaign to promote a Christian value, eg love one another. Consider the target audience and appropriate strategies. (3c)

GOD'S VALUES AND SOCIETY'S VALUES Make a chart to contrast society's values with God's values. Use magazine advertisements to provide images of society's values. Include biblical passages as part of God's values. (3b)

LIFE AS A CHRISTIAN Study songs and hymns about Christian living. What are the features of the Christian life? Compose a song to convey your thoughts. (3c)

DEBATE Students prepare a debate on the topic: The Ten Commandments are relevant for today. (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 these resources may be out of print. They are listed because they (or others similar to them) may be found in school libraries.

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

LITERATURE — NON-FICTION

Balchin J *What Christians Believe* 1984 Lion Publishing

Singer C & Hari A *Experience Jesus Today* 1993 OCP Publications

Wilkinson P & Dinen J *People Who Changed the World* 1994 Dragon's World

BIBLE STORY BOOKS

Hastings S *The Children's Illustrated Bible* 1994 RD Press

Hastings S *The Birth of Jesus* 1994 RD Press

Jacklin M (ed) *The Great Bible Discovery: King David* 1995 Openbook Publishers

Storr C *King David* 1986 Methuen Children's Books

Jesus and forgiveness

Baden R *The Father Who Forgave* 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

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

LITERATURE — FICTION

Hurst E *The Tale of the Three Trees* 1989 Lion, Oxford

Klein R *Penny Pollard's Diary* 1988 Oxford University Press

Forgiveness

Sanford D *My Friend the Enemy* 1992 Multnomah Press

AUDIO VISUAL

The Lost Son Catholic Audio-visual Centre Homebush

Forgive and Forget 1987 Colin Pearce & Associates Pty Ltd.

TEACHER RESOURCES

Rankin J, Brown A & Gateshill P *Ethics and Religions* 1991 Longman

Danes S & C *Messiah? Jesus' Life and Its Meaning* 1991 Lion Publishing

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.

