

**SCHOOL-DEVELOPED
SAMPLE UNIT
FOR LEVEL 1**

DISCIPLESHIP

LIFE CONCEPT: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES

YEAR: FAITH STATEMENTS: ① 2 ③

SUGGESTED DURATION OF UNIT: 6-8 hours DATE OF USE:

UNIT-SPECIFIC GOALS (highlight)

1. GOD CALLS PEOPLE TO FOLLOW JESUS

1a examine the New Testament understanding of discipleship in terms of trust, commitment and obedience to Jesus

1b explore the challenge of Christian discipleship for people today

1c contrast and compare discipleship in mainline Christianity, sects, and different religions

2. JESUS' DISCIPLES ARE FORGIVEN AND FORGIVING

2a contrast Jesus' teaching on forgiveness and reconciliation with the general human understanding of forgiveness and reconciliation

2b consider the challenge of forgiving and working for reconciliation

2c investigate the impact of forgiveness and reconciliation on personal relationships and social issues

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

3a examine how biblical teaching challenges a person's values and choices in life

3b investigate the implications of Christian ethics and values in decision-making for personal and social issues

3c analyse the influences that are determining their values and choices

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Analyse the story of Jesus sending out seventy-two disciples. (1a)

Contribute to a discussion of discipleship in terms of trust, commitment and obedience. (1a)

Write an essay comparing Jesus' leadership with that of a contemporary cult leader. (1c)

Report on a famous contemporary Christian, looking at the way Christian values shape their life and work. (3b)

ASSESSMENT STRATEGIES

⇒ TRS D/1

⇒ observation

⇒ essay

⇒ TRS D2/2 and/or oral report

UNIT SUMMARY

Students examine the nature of discipleship as exemplified by the seventy-two men whom Jesus sent out ahead of him in the northern regions of Palestine. From that template of discipleship, students will make comparisons with a number of significant Christian men and women mainly of this century, and also with a significant cult of recent years.

UNIT NOTES

The concepts of 'leaders' and 'followers' are of considerable importance to people in all levels of society today. Through the media people get to learn about outstanding men and women who devote their lives to serving the community in many unselfish ways. Some of these people receive public accolades, others may go through life recognised by only a few people. Many of these men and women are dedicated Christians whose good works are initiated and motivated by their faith in Jesus. Their commitment benefits not only the church, but the whole of society.

Cults also function in society, and they are characterised by 'leaders' and 'followers'. While cult members will sing the praises of their communities, the wider community generally recognises that they can be very destructive of individuals and families.

Students have opportunity to find out more about Christian discipleship as they study a variety of types of 'leaders' and 'followers'.

INTRODUCTION

1. 'FOLLOW THE LEADER' GAME

Students play a (simulation) game of Follow the Leader. Give several students the opportunity to act as an effective leader. Students assume different roles as leaders, and they also have the option of determining the limits of their authority over the 'followers'. The leaders might ask students to say or do daring, and even outrageous, things.

After the game students discuss:

- the types of leaders they are prepared to follow
- the important dynamics of an effective leader-follower working relationship
- the features of being a follower
- some outstanding leaders in the world today.

Make a summary of the responses given.

DEVELOPMENT

2. DISCIPLES THEN . . .

Students work through activities 1-3 on Teacher Resource Sheet (TRS) D1/1. They read the account of Jesus sending out the seventy-two men in preparation for his visits (Luke 10:1-12, 17-29). Note that these men were additional to the twelve apostles. They can be classified as disciples because they were chosen by Jesus as the twelve were, and they were instructed and sent out by him.

The students study this account, seeking answers to the questions:

- What sort of a leader was Jesus?
- What were the seventy-two disciples required to do ?
- What are some features of the relationship between Jesus and the seventy-two men?

Students then read the account again and highlight or underline words/phrases that indicate important aspects of discipleship.

Write on the board the words or phrases which students have highlighted. Look at each one in terms of: Does this phrase apply to everyone who is a follower of Jesus, or did it apply only to one specific situation? Cross out or erase those words that are identified as applying to the specific situation.

3. . . . AND NOW

Discuss what the remaining discipleship words or phrases (see Section 2) may mean to a person who is a disciple/follower of Jesus today. Input for this section can come from:

- a panel of Christians
- a video based on the life of a Christian
- the teacher.

Terms to discuss may include:

- *chose* (How can people today know Jesus has chosen them to be his disciples?)
- *send* (What does Jesus 'send' disciples to do?)
- *go* (How important is it for Jesus disciples to **obey** Jesus? Does Jesus give the detailed instructions to people today that he gave to the 72?)
- *lambs among wolves* (Why may people who are **committed** to following Jesus appear

helpless and ineffective compared to other people in the community?)

- *don't take* (In what ways do Jesus' followers today **trust** Jesus to supply what they need?)
- *welcomed/not welcomed* (What reaction/s do people who are committed to following Jesus meet today?)
- *come back* (In what way/s do followers of Jesus today keep coming back to Jesus? Why do they keep returning to him?)
- *in Jesus' name* (What does it mean for followers of Jesus today to do things in Jesus' name?)
- *glad* (What are the rewards of being Jesus' disciple today? What makes Jesus' followers today happy?)

After the discussion students summarise what they have learnt about discipleship in an acrostic built on the letters of DISCIPLESHIP. They read out their acrostics to the class.

4. CONTEMPORARY CHRISTIAN DISCIPLES

Ask students to name some well-known Christians living today who might be classified as 'followers of Jesus'. Write their names on the board.

Students undertake a mini research project (see TRS D1/2). They work in pairs to find the When? Where? What? How? and Why? of a significant Christian.

Martin Luther King, Desmond Tutu, Mother Teresa, Billy Graham, CS Lewis, Bishop Romero, and Dietrich Bonhoeffer have become quite famous for their discipleship and service to the world. If possible, show (OHT) pictures of them to the class and/or provide photocopied pictures.

Students choose one of these twentieth-century disciples. They can search the Internet, library (encyclopedias) or video resources to find the information. They report their findings to the class.

AND/OR Students interview a follower of Jesus living in your local community, using questions similar to those on TRS D1/2.

Students present to the class brief reports on their subjects, indicating especially the person's main Christian beliefs and values

and how these beliefs and values shaped their lives and work. Keep a class list of the Christian beliefs and values of the people and how these shaped their lives. Retain this list for Section 5.

After all the reports write on the board: 'LEADER <—> FOLLOWER'. Discuss:

- In what ways were these people followers? Who/what did they follow?
- In what ways were these people leaders? Who/what did they lead?
- In what ways did being good followers (of Jesus) make them good leaders?

5. CHRISTIAN BELIEFS AND VALUES

Assign the Christian beliefs and values from your list to groups of students. The groups use Bible concordances and Bible dictionaries to find out how the values and beliefs are developed in the Bible and whether they are, in fact, 'Christian' values and beliefs.

6. 'DISCIPLES' OF OTHER LEADERS

Students investigate the leader-follower dynamic of a modern cult. Show a video or read/tell the story of a well-known religious cult (suggest: Moonies, Jim Jones, David Koresh, Heaven's Gate people).

Students identify the main features of a cult, especially the relationship between the leader and the members. They then write a 100-200 word response to the question: What is the difference between Jesus and the cult leader?

RESPONSE

6. MY VIEWS ON CHRISTIAN DISCIPLESHIP

'All Christians are disciples of Jesus.'

Students write a personal response to this statement

- giving their definition of a disciple; and
- stating whether they agree with the statement or not and giving reasons for their point of view.

Students may indicate whether they regard themselves as disciples. They may also indicate how it might be evident to young people today that a person is a Christian.

YOU WILL NEED

- | | |
|---|--|
| <input type="checkbox"/> Bibles | <input type="checkbox"/> access to research materials on cults and contemporary cult leaders |
| <input type="checkbox"/> access to research materials on famous contemporary Christians | <input type="checkbox"/> TRS D1/1 and 2 |

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in regard to topics and skills addressed in this unit.

Topics

Leadership _____

Cults _____

Skills

Research _____

UNIT EVALUATION

Which activities worked well in this unit?

What were the most effective teaching strategies used?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' knowledge about Christian discipleship?

How did I respond to the range of student's attitudes towards Christian discipleship and disciples?

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?

JESUS AND HIS DISCIPLES

1 **Read** the Bible account of Jesus sending out seventy-two disciples. **Think** about how Jesus may have organised the people, how he spoke with them and how they may have felt about what they were asked to do.

Jesus Sends out Seventy-two Disciples (Luke 10:1–12) TEV

After this the Lord chose another seventy-two men and sent them out two by two, to go ahead of him to every town and place where he himself was about to go. He said to them, "There is a large harvest, but few workers to gather it in. Pray to the owner of the harvest that he will send out workers to gather in his harvest. Go! I am sending you like lambs among wolves. Don't take a purse or a beggar's bag or shoes; don't stop to greet anyone on the road. Whenever you go into a house, first say, "Peace be with this house". If a peace-loving man lives there, let your greeting of peace remain on him; if not, take back your greeting of peace. Stay in that same house, eating and drinking whatever they offer you, for a worker should be given his pay. Don't move round from one house to another. Whenever you go into a town and are made welcome, eat what is set before you, heal the sick in that town and say to the people there, "The Kingdom of God has come near to you". But whenever you go into a town and are not welcomed, go out in the streets and say, "Even the dust from your town that sticks to our feet we wipe off against you. But remember that the Kingdom of God has come near you!" I assure you that on Judgment Day God will show more mercy to Sodom than to that town!"

The return of the Seventy-two Disciples (Luke 10:17–20)

The seventy-two men came back in great joy. 'Lord,' they said, 'even the demons obeyed us when we gave them a command in your name!' Jesus answered them, '... don't be glad because the evil spirits obey you; rather be glad because your names are written in heaven.'

2 **Write** responses to:

What sort of leader was Jesus? ____

What was involved in being a faithful disciple? ____

Describe the working relationship between Jesus and the seventy-two disciples. ____

3 **Read** the account again. **Highlight** words and phrases that indicate important aspects of discipleship.

MINI RESEARCH PROJECT

Working in pairs, choose one of the following notable Christians and find information about the chief aspects of their Christian discipleship and their contribution to society. Use the questions below to guide your research.

**Martin Luther
King**

**Mother
Teresa**

**Billy
Graham**

**C S
Lewis**

**Bishop
Romero**

**Dietrich
Bonhoeffer**

QUESTIONS AND NOTES

Name of the person you have chosen? _____

When did he/she live? _____

Where did he/she live and do his/her most important work? _____

What were the person's main Christian beliefs and values? _____

How did these beliefs and values shape their lives and their work? _____

What place did the Christian understanding of being forgiven and forgiving play in their life?

How did the person achieve what he/she did? _____

How did the person demonstrate his/her discipleship? _____

Why did the person do what he/she did? _____
