

MODEL UNIT
BAND D
LEVEL 2

A DIFFERENT ROAD

LIFE CONCEPT: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES

YEAR: FAITH STATEMENTS: ① ② ③

DATE OF USE: SUGGESTED DURATION OF UNIT:10–12 hours

UNIT-SPECIFIC GOALS (highlighted)

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

Create posters on different roads to happiness. (3c)

Complete worksheets on Christian discipleship. (1a)

Complete a worksheet with choices of presentation on Jesus' law of love. (1b,2b,3a)

Compare the support given at crossroads of life to travellers on the Jesus road and to those on other roads. (3a,3c)

Complete journal responses. (1b,3c)

Choose from a range of response options. (1a,1b,3a,3c)

ASSESSMENT STRATEGIES

⇒ group work samples TRS D2/1

⇒ group work samples TRS D2/2,3,4

⇒ individual/group work samples TRS D2/6

⇒ group work samples TRS D2/7

⇒ individual work samples. Teacher reads and comments.

⇒ individual/group work samples

UNIT SUMMARY

Students examine the implications of following Jesus along life's road for a person who accepts Jesus' invitation to follow him. Students evaluate the Jesus road and compare it with the other roads to happiness that people choose to follow in life.

UNIT NOTES

The idea of life as a journey is a universal theme to which both Christian and non-Christian students will relate. In this unit it serves as a unifying theme for exploring Christian discipleship.

Jesus calls people to follow him on the road to eternal life. His call to walk a road of self-denial and total commitment was radical, confronting and offensive in his day and is no less so today.

Students have the opportunity to consider the choices they are faced with, the basis on which they choose a road to follow, and the destination their choices will lead them to.

Select a few of the Bible verses listed on Teacher Resource Sheets (TRSs) to do as a class or give each pair of students one verse. Use a variety of interactive teaching strategies to gather, share and reflect on the information gained in the Bible verses.

INTRODUCTION

1. WHICH ROAD?

Students respond to the questions:

- How do you feel about life?
- What do you want from life?
- How do you define happiness?
- Where or how can you find happiness?

Students examine the messages about life which come from the media, eg popular songs, advertisements, magazines, TV shows, films.

- What images of life do the media present?
- According to the media how does a person gain satisfaction, security, happiness in life?

Focus/journal question What parts of the media's message have most influenced you? How is this evident in your thoughts, decisions, actions, attitudes? Is this what you want for your life?

Students identify different roads to happiness which people choose to follow today, eg popularity, money, health and fitness, science and technology, the 'me' road, conformity to the peer group, religion, image, success, love, having a good time, work. Students work in groups, each of which completes a questionnaire and creates a poster about a road to happiness (see TRS D2/1).

Students read Ecclesiastes 2 and list the different roads the writer travelled searching for happiness. What were his conclusions?

DEVELOPMENT

2. THE JESUS ROAD

Build up a bulletin-board display as you do the development activities. Place the text of Matthew 7:13,14 in the centre of the display.

A NARROW ROAD

Students read Matthew 7:13,14. They share their understanding of the words *narrow road*, *broad road*, *destruction*, *life*, and suggest what Jesus meant by the words.

Add to the display large prints or student drawings of a narrow road and a broad road. Students can also draw the two roads in their books.

THE DESTINATION

Before committing themselves to a venture, people tend to ask 'What's in it for me?' Students refer to their 'road to happiness' posters and summarise what people think is 'in it for me' on each road.

Students research the Bible verses listed on TRS D2/2 to investigate further where the narrow road (The Jesus Road) and the broad road (alternative roads to The Jesus Road) lead people. Allocate a verse to each student. Students create a bank of words and/or symbols that describe the narrow road and the broad road and add these words/symbols to the display.

Students discuss the difference that having everlasting life with Jesus as a destination might make to a person's life (see TRS D2/2).

Focus/journal question Which aspects of the life Jesus describes do you want for yourself? What difference would it make to your life?

While not watering down the demands and costs of discipleship, emphasise the grace of God. Jesus' disciples rejoice to do the will of God who has given them 'new birth into a living hope . . . an inheritance that can never perish' (1 Peter 1:3–5).

SETTING OUT

Students examine any form of product advertising:

- What does the ad promise the product will do for the buyer?
- What costs to the buyer are mentioned in the ad?
- Would there be other 'hidden' costs?
- What difference does the cost of a product make to the enjoyment of the product?

Students work in pairs. Each pair reads and summarises two or three of the Bible readings on TRS D2/3. Collate student research.

Students add these findings to the display and review their understanding of Matthew 7:13,14. Students discuss the cost of walking the Jesus road compared with the benefits it offers.

Focus/journal question If you were to accept Jesus' invitation to join him on the narrow road, what implications would it have for your life?

FELLOW TRAVELLERS

Students refer to their 'road to happiness' posters. Discuss:

- Who travels on this road?
- Who is excluded from travelling this road?
- Who chooses not to travel this road?
- Who leads people on this road?
- What is the leader's power/influence over the travellers?

Form two groups. One group researches the kind of travellers who are invited to travel on the Jesus road. The other group finds out what difference it will make to travellers to have Jesus as their leader (see TRS D2/4).

As a class examine the beatitudes (Matthew 5:3–10). Students identify the mind-set and heart-set of people who follow Jesus. How is this mind-set and heart-set evident in Jesus, the leader?

Focus/journal question How would you feel about having Jesus as the leader in your life?

ROAD RULES

Students discuss what it would be like to travel on a road where there were no rules. They list the positive and negative points.

Students identify the role that rules play in the roads to happiness shown on their posters.

Students list the rules they think are part of the Jesus road. Review the Ten Commandments with students if necessary (see TRS D2/5).

To investigate what is the supreme law for the followers of Jesus, students analyse one or more of Jesus' stories that compare the way of love with the way of rules. The whole class examines a story or parable, or different groups of students each analyse a separate one (see TRS D2/6).

Students discuss the need for and the importance of forgiveness in their own lives.

Focus/journal question Which is easier: to walk the way of rules or to walk the way of love? Explain your answer.

CROSSROADS

Students think of different crossroads offering choices that a person can come to along a road, eg side-track, dead end, one-way crossing, light failure on a dark night. What choices does each situation generate, and what knowledge does a person need in order to make effective decisions in each situation?

Students identify different crossroads people can come to on life's journey, the choices that present themselves, and the guidance that is needed (see TRS D2/7).

Students suggest what kind of guidance is offered to people on the various roads to happiness when they face any of the crossroad situations that students have listed.

Students examine decisions Jesus made at different crossroads in his life. What was the motivating factor for the decision he made in each situation? (see TRS D2/7).

Students prepare an advertising pamphlet, emphasising the support available on the Jesus road (see TRS D2/7). Students display the pamphlets on the bulletin board or keep them for personal reference.

Focus/journal question What support are travellers on the Jesus road given that is not given to travellers on other roads?

RESPONSE

3. WHAT DIFFERENCE DOES THE CHOICE OF ROAD MAKE?

Students work individually or in groups on different projects or they can contribute to different aspects of the same project:

- a newspaper broadsheet focusing on Jesus as the future leader of Australia
- case studies of people's response to Jesus, eg different groups of people in Jesus' time, contemporary Christian testimonies, as in *Towards the Goal*, CEV New Testament
- a prayer diary for a traveller on the Jesus road, using the Lord's Prayer as the framework and stimulus for prayers
- a panel discussion about the different approaches to an ethical issue, examining the implications of those approaches in the choices people make and the impact of those choices at a personal and communal level
- an appraisal of the changed life of a person walking the Jesus road, eg What difference does it make to the way one spends one's money, looks after one's body, copes with failure?

YOU WILL NEED

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="radio"/> copies of TRS D2/1–7<input type="radio"/> Bibles<input type="radio"/> materials for making posters<input type="radio"/> examples of media images of life | <ul style="list-style-type: none"><input type="radio"/> examples of product advertisements<input type="radio"/> bulletin board (or substitute) and materials for making a display, including prints of 'road' pictures |
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INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to:

Topics

- lifestyles
- making choices
- leadership styles
- ethics and morals
- rule by law

Skills

- evaluation of media messages
- evaluation of advertising

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?

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?

The road to happiness

Choose one of the roads people take to try to find happiness.

As a group, imagine yourselves walking the road. Answer the following questions. One member of your group can act as a scout to ask other people's views on questions which your group finds difficult to answer. Using your answers, create a poster which illustrates your road to happiness.

Present your poster to the class. Tell the class what your group thinks about following this road to happiness.

THE DESTINATION *When people plan a trip, they usually decide where they want to go.*

- Where will this road you have chosen lead you?

SETTING OUT *Many decisions must be made before commencing a trip, eg: Do I need a passport? How much money should I take? Do I need any special skills or knowledge? Who will I go with? How long will I go for? Do I have to get insurance?*

- What has influenced you to be on this road to happiness and what makes you ready to set out on this road?

FELLOW TRAVELLERS *When people travel, they can set out either alone or with others. Along the way they will meet other travellers. On some group journeys there is a tour leader.*

- Who else will be travelling this road to happiness? Is there a leader? Describe the leader.

ROAD RULES *Road rules help to make travelling safe and efficient. Knowing the different codes of behaviour of different countries and different groups of people also adds to the safety and enjoyment of a journey.*

- What are the rules of the road on this road to happiness?

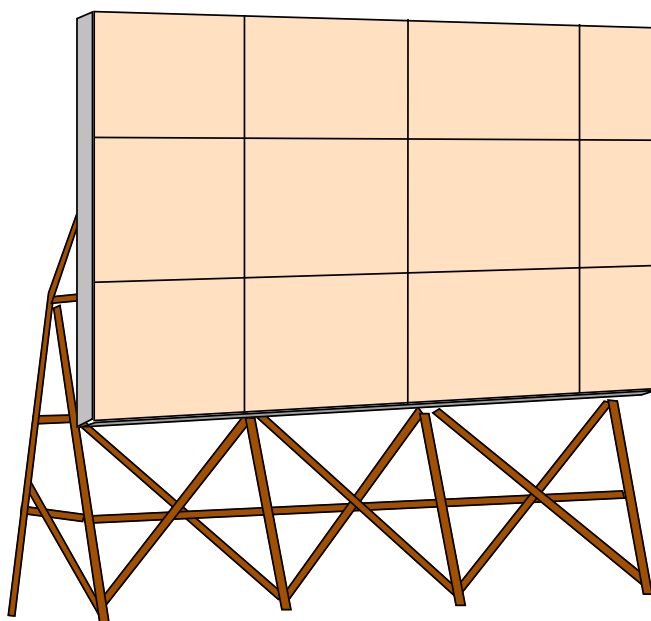
CROSSROADS *New personal challenges, unpredictable events, moments of fear and anxiety can be part of the travelling experience. Choices and decisions have to be made, eg What do you do if the car breaks down? . . . if you do not get along with your travelling companions? . . . if your money runs out?*

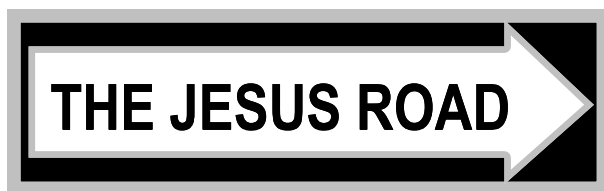
- What different choices will you have to make along this road to happiness?
- What kind of side-tracks, dead ends, hazards and crises can you expect?
- What special help or guidance will be given in times of crisis?
- How easy will it be to remain on this path?

DEFINITION OF HAPPINESS

- Which of your needs do you hope will be satisfied on this road to happiness?
- Will this road make life worth living?
- Will happiness be long-term or short-term along this road?

On the billboard write a jingle for your road to happiness.





THE DESTINATION

What's in it for me?

DESTINATION OF THE BROAD ROAD ⇒ DESTRUCTION

What images and understanding of destruction are given in the following references?

Matthew 10:28.....	Galatians 6:8
Matthew 25:46.....	Colossians 1:13
John 3:36	1 Timothy 6:5–10
John 5:28	1 John 3:14.....
John 15:6	Revelation 20:14,15.....
Romans 2:8.....	

DESTINATION OF THE NARROW ROAD ⇒ LIFE

What images and understandings of life are associated with the following references?

Matthew 6:20.....	Philippians 3:14,20.....
John 3:16,17	Colossians 1:13,14
John 4:13	1 Timothy 6:19.....
John 5:24	2 Timothy 1:10.....
John 6:35	James 1:12.....
John 7:37,38	1 Peter 1:3–5
John 8:12	1 Peter 5:1,10
John 10:10	
Romans 6:22,23.....	

Who is the source of life?

John 1:4	John 20:31
John 11:25	1 John 1:2.....
John 14:6	1 John 5:20.....
John 17:3	

What do you think?

What difference would having everlasting life with Jesus as a destination make to the person who . . .

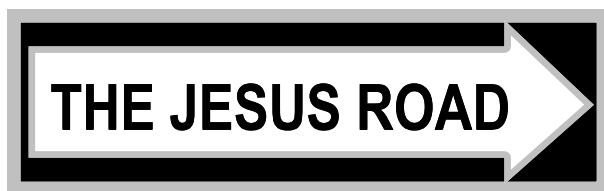
feels unworthy, unacceptable?

has been hurt and rejected by others?

rarely succeeds at school?

is gifted, works hard and succeeds?

loves a good time, partying, drinking?



SETTING OUT

What will it cost me?

How do people start out on the Jesus road?

Matthew 4:21,22.....

Matthew 11:28,29

Matthew 9:9.....

Matthew 28:19,20

What are people given along the Jesus road?

Matthew 4:19,20.....

Acts 2:38.....

Matthew 5:13–16.....

Romans 8:31,32

Matthew 6:9–13.....

Romans 12:6–8

Matthew 10:19,20.....

Ephesians 2:4,5,10

Luke 11:13

1 Peter 1:3–5

Luke 12:22–32

1 John 1:7,9.....

John 1:12

1 John 4:4.....

John 3:5–7

What does it cost to travel the Jesus road?

Matthew 5:11,12.....

Luke 14:26–33.....

Matthew 10:17.....

John 15:18–21

Mark 8:34–37

Romans 12:1–3

Luke 9:57–62

1 John 2:15–17

Luke 12:32–34

What do you think?

What new and different experiences can a person expect on the Jesus road?.....

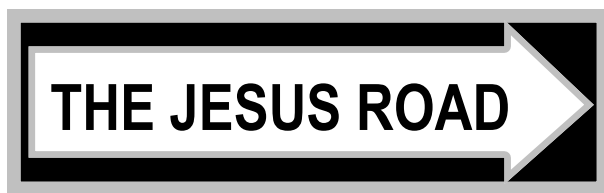
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What does the expression 'no pain no gain' mean on the Jesus road?

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FELLOW TRAVELLERS JESUS, THE LEADER

Who is going with me?

FELLOW TRAVELLERS

Look up the following Bible verses to find out what kind of people travel on the Jesus road. Divide the readings among the group.

Create a series of paper figures, each of which represents a traveller on the Jesus road. Label them appropriately. Place the figures on the narrow road in the classroom display.

Matthew 4:24.....	John 3:1,2.....
Matthew 9:9–13.....	John 4:27.....
Matthew 11:28.....	John 5:5–8.....
Matthew 18:3,4.....	John 8:1–11.....
Luke 14:16–24.....	Acts 2:5–11,38,39.....
Luke 19:1–10.....	Acts 4:13.....
Luke 23:39–43.....	1 Corinthians 1:26–28.....

JESUS, THE LEADER

What leaders say and do reveals the kind of persons they are. The following passages describe events in the life of Jesus. Take notes on what Jesus does and says and the manner in which he relates to people

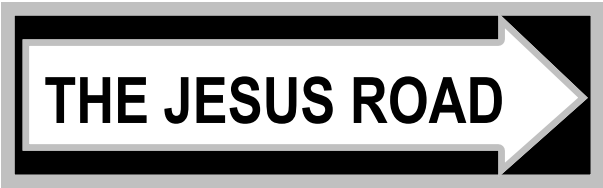
Using coloured paper, make paper figures to represent Jesus. Think carefully about the posture you give your figure. Label your figure appropriately. Place your leader-figures on the classroom display.

Matthew 4:1–11.....
Matthew 13:53–57.....
Matthew 17:24–27.....
Matthew 19:13–15.....
Matthew 26:50–56.....
John 8:1–11.....
John 2:1–10.....
John 13:3–17.....
John 17:20–26.....

What do you think?

List all the different kinds of people you know who say they are Christians. How do the people on your list compare with the people Jesus originally called to follow him? (see **Fellow Travellers** above)

How does Jesus compare with the other leaders identified on the different roads to happiness?



ROAD RULES

The Ten Commandments

Identify the guidance and protection each of the commandments gives.
Give one example of how this is evident in a life situation.

<p>1</p> <p>I am the Lord your God. Do not have any god except me.</p>	<p>2</p> <p>Do not misuse the name of the Lord your God.</p>	<p>3</p> <p>Remember God’s special day and keep it holy.</p>
<p>4</p> <p>Respect your father and your mother.</p>	<p>5</p> <p>Do not murder.</p>	<p>6</p> <p>Do not be unfaithful in marriage.</p>
<p>7</p> <p>Do not steal.</p>	<p>8</p> <p>Do not tell lies about anyone.</p>	<p>9/10</p> <p>Do not want anything that belongs to someone else.</p>

What do you think?

How do the following summaries of the Ten Commandments help you understand the rules for the Jesus road?

Love the Lord your God and love your neighbour as yourself......

.....

.....

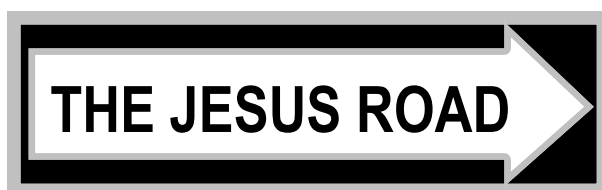
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Treat others as you want to be treated.

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THE SUPREME LAW

Some activities

Read a story and answer the questions which will help you identify the supreme law of the Jesus road.

A woman caught in adultery

John 8:1–11

The unmerciful servant

Matthew 18:21–35

Jesus anointed by a sinful woman

Luke 7:36–50

The lost son

Luke 15:11–32

1. What 'rule' has been broken?
2. How does the person who broke the rule feel?
3. How does Jesus or the father or the king respond to the person who broke the rule?
4. Do Jesus or the father or the king think that rules do not matter? Do they condone the wrong that has been done?
5. How do Simon or the teachers of the law or the older brother react to the person who has broken the rule? How do they react to Jesus' or the father's actions and words?
6. At the end of the story, how does the younger son, or the adulterous woman, or the sinful woman, or the unmerciful servant feel?
7. What is the supreme law for Jesus? for Simon? for the older brother? for the teachers of the law?

What do you think?

Is the Jesus road . . .

- ☐ a grind?
- ☐ a life of anxiety and fear about doing the right thing?
- ☐ full of restrictions?
- ☐ the freedom to be yourself?
- ☐ avoiding God's judgment?
- ☐ living for God and others?
- ☐ a satisfying, joyful experience?
- ☐ happiness?
- ☐ a life without problems?
- ☐ for those who are weak and need a crutch?
- ☐ a kill-joy experience?
- ☐ a road of do's and don'ts?

DRAMA PRESENTATIONS

DO YOUR OWN SHAKESPEARE

Dramatise the story/parable you have read. Include a series of asides in which the characters comment on their feelings and reactions to rules, broken rules, people who break the rules, the way Jesus deals with all those issues.

DIALOGUES Present a dialogue between either Simon and Jesus, or a teacher of the law and Jesus, or the father and the older brother, or the unmerciful servant and the king. In the dialogue the characters question each other's behaviour and words and defend their own position.

A CONTEMPORARY VERSION Explore the tension between rules and love in a contemporary situation. Use the story you have read as a model and starting point.

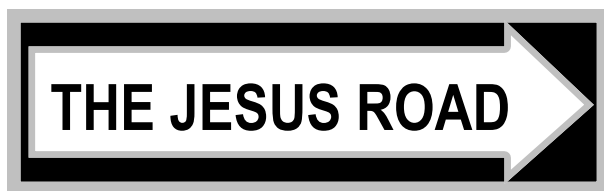
Early Christians were called 'people of the way'. (Acts 9:2)

Give a **three-minute talk** about the supreme law for people of the way.

Additional Bible references

Matthew 5:17 – 6:8
 Matthew 7:1–5
 John 13:34,35; 15:12
 Romans 13:8–10
 Philippians 2:1–8
 Luke 6:27–42
 Galatians 5:13–15
 1 Corinthians 10:23,24

Write a **short essay** on the topic: *Rules are necessary, but they are not the whole story for people on the Jesus road.*



CROSSROADS

How do I decide?

Draw a crossroad on a road

CROSSROAD SITUATIONS IN LIFE

- ⇔ sickness ⇔ pressure to conform to the group
- ⇔ taking drugs ⇔ family tension/ family break-up
- ⇔ unwanted pregnancy ⇔ when to have sex
- ⇔ lying to parents ⇔ unemployment
- ⇔ paid work or study ⇔ _____

Select one of these crossroad situations. Identify the choices to be made and the guidance you need for making the choice.

JESUS AT THE CROSSROADS

- Matthew 4:1–11
- John 2:12–17
- Matthew 16:21–25
- Matthew 15:1–9
- Mark 3:1–6
- Matthew 17:24–27
- Matthew 26:36–46

SUPPORT ON THE JESUS ROAD

- Luke 12:22–34
-
- John 14:12–14
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- John 14:15–18
-
- John 14:25–27
-
- Romans 8:31–39
-
- Romans 13:8–10
-
- 1 Corinthians 1:8,9
-
- 1 Corinthians 12:27
-
- Ephesians 4:32
-
- Ephesians 6:10–18
-
- Philippians 4:4–7
-
- Colossians 2:6,7
-
- Hebrews 4:16
-
- Hebrews 12:7
-
- Hebrews 13:5
-
- James 1:5
-
- 1 John 1:9
-

Additional references can be found on
the sheets for
The Destination
Setting out
Road Rules