

MENU

BIBLE REFERENCES

1

God calls people to be Jesus' disciples

Note: Obviously, the four gospels are the key Bible references. Matthew in particular focuses on the theme of discipleship.

Jesus invites people to follow him

Matthew 4:21,22 Matthew 9:9
Matthew 11:28,29 Matthew 28:19,20
Luke 9:59 John 1:43

Jesus calls people to life

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

Jesus is the source of life

John 1:4 John 6:35,68
John 11:25 John 14:6
John 17:3 John 20:31
1 John 1:2 1 John 5:20

The broad way leads to destruction

Matthew 7:13 Matthew 10:28
Matthew 25:46 John 3:36
John 5:28,29 John 15:6
Romans 2:8 Galatians 6:8
Colossians 1:13 1 Timothy 6:5–10
1 John 3:14 Revelation 20:14,15

Jesus calls all kinds of people

Matthew 4:18–22 Matthew 9:9–13
Matthew 11:28 Matthew 15:22–28
Matthew 18:2–4 Luke 14:16–24
Luke 19:1–10 Luke 23:39–43
John 3:1,2 John 4:27
John 5:5–8 John 8:1–11
Acts 2:5–11,38,39 Acts 4:13
1 Corinthians 1:26–28

The disciples learn by following Jesus

Matthew 4:1–11 Matthew 13:53–57
Matthew 17:24–27 Matthew 19:13–15
Matthew 19:16–30 Matthew 26:50–56
Luke 11:1–13 John 2:1–10
John 2:12–17 John 8:1–11
John 13:3–17 John 17:20–26

Qualifications of a disciple

Matthew 4:18–23 Matthew 5:1–12
Matthew 9:9,10 Matthew 11:25
Acts 4:13 1 Corinthians 1:26–29

Trusting Jesus

Luke 5:1–11
Jesus calms the storm Matthew 8:23–27
 Mark 4:35–41; Luke 8:22–25
The feeding of 5000 Matthew 14:13–21
 (and 4000: Matthew 15:29–39)
 Mark 6:32–44; Luke 9:10–17; John 6:1–15
Healing of a boy with an evil spirit
 Matthew 17:14–21; Mark 9:14–32
 Luke 9:37–43a

Peter the disciple (after Pentecost)

Acts 2:14–41 Acts 3:6,7
Acts 4:1–21 Acts 5:17–32

Commitment of discipleship

Matthew 13:44–46 Matthew 16:24–26
Matthew 19:16–30 Luke 2:29–32
Luke 19:1–10 John 3:17
John 4:10,13,14 John 17:1–5
Acts 17:22–31 Ephesians 1:3–14
Philippians 3:7–9 1 Peter 1:3–6
1 John 1:2,3 1 John 2:15–17

Persecution of disciples

Matthew 5:11,12 Matthew 10:16–39
Matthew 24:9–14 John 15:18–25
John 16:1–4 Acts 4:1–21
Acts 5:17–42 Acts 8:1–4
Acts 12:1–4,24 1 Peter 4:12–19
Revelation 1 – 4

Take up your cross

Mark 8:34–37 (and parallel passages)

The life of disciples

Matthew 5:11,12,38–42
Matthew 6:1–6, 16–18, 24
Matthew 7:13,14
Matthew 10:17–22, 34–39
Matthew 18:2–4, 8,9 Mark 13:9,12,13
Luke 9:23–25, 57–62 Luke 12:32–34
Luke 14:28–33 Luke 17:7–10
John 15:18–21 Romans 12:1–3
1 John 2:15–17

The life-giving relationship between disciples and Jesus

John 15:1–17

Disciples can depend on God

Matthew 10:19,20,28–31	
Matthew 11:29	Luke 11:9,10,13
Luke 12:22,23,30,31	John 14:26
John 15:4,5	Romans 8:35,37–39
Romans 15:5,13	Galatians 2:20
Philippians 4:19	2 Timothy 1:7

Disciples are supported and given direction at the crossroads of life

Luke 12:22–34	John 14:12–14
John 14:15–18	John 14:25–27
Romans 13:8–10	Romans 8:31–39
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 10:19–25
Hebrews 12:7	Hebrews 13:5
James 1:5	1 John 1:9

Jesus' leadership style

Matthew 4	Matthew 5:1–12
Matthew 5:17–20	Matthew 5:43–48
Matthew 6:1–15	Matthew 10:1–16
Matthew 12:22–32	Matthew 16:13–20
Matthew 21:23–27	Matthew 26:36–46
Matthew 27:45–56	Matthew 28:1–10
Mark 8:27–38	Mark 10:17–31
John 6:25–51	John 18:36,37
Acts 1:1–5	Acts 2:22–33
Colossians 1:15–23	1 Timothy 1:3–7
1 Timothy 2:5–7	Hebrews 1:1–3
Hebrews 2:1–4	1 John 1:1–4; 4:1–3

Help for disciples

Matthew 4:19,20	Matthew 5:13–16
Matthew 6:9–13	Matthew 10:19,20
Luke 11:13	Luke 12:22–32
John 1:12	John 3:5–7
Acts 2:38	Romans 8:31,32
Romans 12:6–8	Ephesians 2:4,5,10
1 Peter 1:3–5	1 John 1:7,9
1 John 4:4	

2 Jesus' disciples are forgiven and forgiving

The unforgiving servant Matthew 18:21–35
 The forgiving father Luke 15:11–32

Confession of sin Psalm 32
 Psalm 51:1–12 Matthew 6:12

God forgives
 Psalm 103:3,8–13 Isaiah 1:2–6,16–18
 Hosea 2:2–8; 3:1; 4:16–18 and chapters 11&14
 Joel 2:12–14 Acts 10:43
 Romans 3:21–26 Ephesians 1:7

Ephesians 2:1–5, 8 Colossians 1:13,14
 Titus 3:3–7 1 John 1:9; 2:1,2
 The Pharisee and the tax collector Luke 18:9–14
 A woman anoints Jesus' feet Luke 7:36–50

Encouragement to forgive

Matthew 6:14,15 Mark 11:25
 Luke 6:37–42

Disciples forgive

Matthew 5:23,24,38–48 Luke 17:3,4
 2 Corinthians 2:5–8 Colossians 3:12–15
 Ephesians 4:1–3, 22–24, 26,31,32
 David saves King Saul's life 1 Samuel 24

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

The golden rule Matthew 7:12; Luke 6:31
 The Sermon on the Mount Matthew 5 – 7
 Luke 6:17–49
 The greatest commandment Matthew 22:34–40

Contrast between Jesus' ethics and the Pharisees' ethics

Matthew 5:17–48 Matthew 12:1–14
 Matthew 15:1–19 Matthew 19:3–9
 Matthew 21:12,13 Matthew 23:2–7,16,23
 Luke 16:13–15

Jesus faces choices

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

The way of love

Luke 6:27–42 John 13:34,35
 John 15:12 Romans 13:8–10
 1 Corinthians 10:23,24
 Galatians 5:13–15 Philippians 2:1–8
 Titus 2:11–14 1 John 4:9–11

Bible stories featuring moral decisions

Joseph sold by his brothers Genesis 37:12–35
 Joseph and Potiphar's wife Genesis 39
 David and Bathsheba 2 Samuel 11:1–26
 Herod and Herodias' daughter Mark 6:17–29
 Visit of the Magi Matthew 2:1–12
 Healing on the Sabbath Matthew 12:9–14
 A woman caught in adultery John 8:1–11
 Jesus anointed Luke 7:36–50
 Peter's vision Acts 10:9–23

The Bible on money

Psalm 50:12 Psalm 119:36,37
 Proverbs 30:7–9 Luke 12:13–15
 Luke 16:19–31 1 Timothy 6:6–10
 James 5:1–6

MENU

INTRODUCTORY ACTIVITIES

1

God calls people to be Jesus' disciples

TRUST GAMES Following a leader involves trust. Lead students in a variety of trust games, eg one student leading another who is blindfolded, one person trusting another to hold their weight, etc. Students think of different situations in life where they have to trust others, or when they have to trust in their own judgment about people and circumstances. In what do they place their greatest trust? (1a,3c)

RISK-TAKERS Students view video segments or pictures of people who take risks, eg car racing, stunt work, surfing in Hawaii.

Ask students to recall and reflect on a time when they attempted something new and/or daring, eg abseiling, knocking on doors for a charity, telling the truth in a difficult situation.

- How did they feel?
- What were their thoughts?
What did they have to focus on to give them confidence to take the first step? In what or whom did they have to trust?
- Were there specific instructions to follow?
- What is the meaning of commitment in situations like these?

Students share their experiences in small groups. They write definitions of trust, obedience and commitment based on their experiences. (1a)

THE COST OF TRAINING

Discipleship involves cost. Students interview (or read appropriate sections of biographies of) athletes, musicians, doctors, etc, who have trained to become the best in their field. (*Towards the Goal* CEV New Testament has several testimonies by Christian Australian athletes.)

Students find out what the cost of training has been in relation to the person's health, family time, social life, friendships, work or school, commitment to other things such as the community or church.

What would the words 'deny yourself' mean to the person researched? What do these same words mean to students when they are preparing for exams? (1a,1b)

IT'S EVERYTHING (1) Students think of examples in which people have invested all their time, money, energy and relationships in the pursuit of their most important goal, eg Olympic gold medallists, climbing Mt Everest (Tim Macartney-Snape), prime ministers. (Biographies, *The Weekend Australian* and the like are useful resources.)

What keeps people going in the pursuit of their goals?

Students consider an important goal they have, eg first car, getting a job, good school results. What are they prepared to sacrifice to achieve that goal?

Go on to *It's Everything* in the Development Activities Menu. (1a,1b,3a)

PERSECUTION Students find a dictionary definition of 'persecution' and create a word web which identifies ways people persecute others and what is experienced by those who are persecuted.

Students investigate instances of political, religious and personal persecution. Material from Amnesty International will provide a range of examples.

Students identify what forms of persecution take place in a school.

Students determine whether Christians are persecuted in their school.

This can introduce a study of what Jesus said about his followers being persecuted. (1a,1b)

FOLLOW THE LEADER Students play a game of *Follow the leader*. Give several students the opportunity to act as the leader. They assume different roles as leaders who might ask students to say or do daring, and even outrageous, things.

Students discuss the types of leaders that they are prepared to follow.

Students make a list of important questions that need to be asked about leaders, eg

- What are the leader's vision, beliefs, expectations of his/her followers?
- What are the short-term and long-term benefits for a follower?
- Does a follower retain right of choice?
- Are the moral standards for a follower the same as for a leader? (1c)

WHAT IS A CULT? Some young people are attracted to cult leaders. Students investigate the various definitions of a cult. How do dictionaries, psychologists, sociologists, religious groups, newspapers, Christians define a cult?

- What view of a leader and of followers do the definitions give?
- What is the difference between a Western and an Eastern cult?

Students list groups that have been labelled as cults.

Students research two or more cult leaders, eg view a video that features a cult leader, such as the *60 Minutes* segment on The Pod (1996), and read about David Koresh.

Students draw up a profile of a leader and of a follower in a cult.

Lead on to a comparison between Christian discipleship and cult membership. (1c)

MAINLINE CHRISTIANITY Students make a list of Christian denominations and investigate their beliefs about Jesus, salvation and eternal life and Christian discipleship. (1c)

2

Jesus' disciples are forgiven and forgiving

GUILT Students discuss and formulate a definition of guilt. What emotions are associated with guilt? What is the link between guilt and conscience?

Sometimes people feel guilty when there is no valid reason to. Students think of examples that differentiate between 'false' and 'real' guilt. Students think of examples in film or literature where guilt is portrayed, eg Lady Macbeth.

They consider how people deal with guilt: deny, rationalise, cover up, blame others, admit, etc.

NIV *The Teen Study Bible* has a stimulus sheet on guilt. See also *It's Never Too Late in A Third Serving of Chicken Soup for the Soul*.

This leads to a study of forgiveness in the life of Jesus' disciples (2a)

TAKE THE LOG OUT OF YOUR EYE

Cartoonists, eg Nicholson, the political cartoonist for *The Australian*, are good at identifying what is at the heart of an issue. Display several political cartoons and discuss the cartoonist's interpretation of events/people.

Students read Matthew 7:3–5 and give examples from their own experience which support the message of the passage.

Students draw cartoons to illustrate the meaning of the Bible reference. (2a,2b)

SET FREE FROM PRISON Students discuss the difference between being a prisoner and a free person. How can a guilty person be released from prison?

Discuss with students the case of Yvonne Gilford, an Australian nurse who was murdered in Saudi Arabia. Two English nurses were found guilty of the murder. Blood money was offered to the victim's family on behalf of the nurses. Acceptance of the money was seen as an act of mercy by the victim's family because it cancelled the death sentence.

What situations in people's lives are examples of metaphorical prisons?

Go on to a study of the Christian understanding of forgiveness as releasing the guilty. (2a)

TIT FOR TAT Forgiveness does not come naturally. It is easier for us to retaliate, punish, get revenge.

Explore this with students by looking at people's various reactions to crimes and how they feel criminals should be treated. For example, people who have suffered from the murder or manslaughter of a family member often have a strong desire for 'justice', by which they mean revenge. On the other hand, there are also instances of victims forgiving offenders.

Students also think of examples of how the law of retaliation operates even in their personal relationships.

Students debate: People should get what they deserve.

This can introduce a study of the centrality of forgiveness in the Christian faith and life (eg Is Jesus' advice in Matthew 5:38–42 realistic?) (2a,2b)

FORGIVENESS A UNIVERSAL

ACTION? Students work in groups, each of which is given a different area of research.

1. Students investigate the understanding and role of forgiveness in other religions, eg Do gods of different religions offer personal forgiveness? Do conditions apply?
2. Students investigate what self-help books have to say about the place and importance of forgiveness.
3. Students investigate how alcoholics, drug addicts and criminals are reintegrated into society. Does forgiveness play any role in the rehabilitation of these people? (2c)

HOLDING GRUDGES Working in pairs, students share a time when they did wrong and were forgiven and a time when they did wrong and were not forgiven. Students record the emotions experienced in both situations.

Students draw up a list of reasons people have for holding grudges. (The story *The Icon* in *If Jesus Were a Teenager Today* is pertinent. See Recommended Resources Menu.)

3

Jesus' disciples live by God-given values and ethics

These introductory activities are designed to help students recognise and clarify their own values and the influences at work in their formation.

RUNNING AGAINST THE CROWD

Take students out to the school oval. Offer three students a reward (eg a voucher for a free meal at MacDonaldis or a ticket to the movies) if they manage to run all the way around the oval in the opposite direction from the rest of the class.

Explain to the rest of the class that they are to employ strong persuasive measures to convince the three to join them.

After the run students share their feelings:

- How did it feel to be part of the majority?
- How did it feel to be part of the minority?
- How important for the three students was the promise of a reward?

Students discuss the different pressures exerted on them daily from their own set of values and those of their friends, family, media, etc. What impact does this pressure have on the choices they make?

Students describe situations when they feel they are going against the stream and times when they have found comfort in the group. (3a,3c)

MY COAT OF ARMS Students examine some examples of family and national coats of arms to see how they represent things and ideas that are important to the family or nation.

Students consider questions such as the following to help them form some idea of their moral roots:

- What important qualities and values have they inherited from their parents?
- Can they name a person who has influenced their moral values?
- What two famous people/films/books do they admire? What do they admire about them?
- Have there been important words or sayings that have guided them?

Students use their answers to design a personal coat of arms, using symbols, words, pictures, colour. (3a,3c)

INFLUENCES IN MY LIFE Students make a list of different aspects of life which are important to people, eg family, friends, sport, religion, music, school, success, self, appearance, alcohol, health.

Students each draw a picture to illustrate the level of importance each of the items on the list has for their lives. How would their parents rank these items?

Students name three advertisements and identify the aspects of life which are used to promote the product. How does this compare with what is important to students?

Students share how they would feel if they were asked to give up the three most important items on their list.

Students consider what changes would take place in their lives if sport, money, image, God were to become the only important factor. (3a,3c,1b)

DECISIONS WE MAKE Students draw up a time line of a typical day, recording the decisions they make. Students rate the decisions from least to most difficult.

Working in groups, students share the different decisions families make, eg moving house, buying a computer, what chores are to be done and by whom. Which decisions pose a challenge to a family?

Students list the qualities and skills needed for effective decision-making. (3b,3c)

CHOICE-MAKING SURVEY Create a survey sheet to help students reflect on the way they make choices. For each question give several possible responses from which they choose. You can include some of the following:

1. The three most important choices I have made in the last three months are . . .
2. My decisions are influenced by: my parents, my friends, my feelings, my previous experiences.
3. Faced with a decision: I give up, I fret, I work out what the problem is, I ask for help.
4. Before I make a decision: I speak to my parents or friends or someone I trust; I read a book; I collect all the relevant information.
5. I determine which course of action I will take by: listing the consequences, considering whether or not my values and beliefs will be compromised, etc. (3b,3c)

RIGHT AND WRONG Students list ways people determine what is right and what is wrong.

What part do the following play in making a decision about right and wrong: rules, conscience, fear of consequences, love, and the example of others?

Students think of examples which demonstrate the difference between a moral act, an immoral act, an amoral act and a non-moral act. (3b,3c)

LAWS Students list laws which help to maintain community safety and wellbeing, eg what laws must be observed if you travel on a train? have a pool in your backyard? have a dog? go shopping?

Students draw up three columns with headings: 'law', 'benefits', 'consequences if broken'.

Students discuss how laws can both restrict and free up behaviour, the importance of laws in developing a moral code for one's behaviour, the choices laws give a person. (3a,3b,3c)

CONSTRUCTING SCENARIOS Give students examples of scenarios which pose a moral or ethical problem, eg

- During the war a mother suffocated her baby because if the baby had cried, the enemy might have discovered and killed twenty people who were in hiding. Did she do right or wrong?
- Your brother finds an exam paper that your year-level has to sit for in several day's time. He gives the exam paper to your friends. What would you do?

In groups students write scenarios which pose other moral and ethical problems. They respond to each other's scenarios, evaluating possible outcomes for each scenario and examining the values and beliefs which influence the decisions and actions. (3b,3c)

DIFFERENT VALUES, DIFFERENT ETHICS Students investigate what is the basic approach to morality of various philosophies, belief systems and religions, such as the philosophy of Plato or Aristotle, humanism, hedonism, utilitarianism, situation ethics, Buddhism, Islam, Hinduism, New Age, etc. They identify grounds on which the above either support or reject statements such as:

- If it feels right do it.
- Capital punishment is necessary.
- Sex before marriage is wrong.
- It is wrong to steal.

Students interview non-Christian people and Christian people of different denominations, age and gender to find out their responses to one or more of the above statements. What values and beliefs influence their responses? (3b,3c)

MENU

DEVELOPMENT ACTIVITIES

1 God calls people to be Jesus' disciples

JESUS CALLS PETER Students read in Luke 5:1–11 about Jesus calling his first disciples, including Simon Peter. Discuss the following questions:

- What is absurd about Jesus telling the fishermen to let down their nets?
- In following Christ, what can a disciple expect to happen in his/her life?
- What can disciples expect from Jesus?
- How does Simon Peter demonstrate his trust in Jesus?
- What is the relationship between trust and obedience?
- Simon begins by calling Jesus *Master* (verse 5) but ends by calling him *Lord* (verse 8) What happens to Simon to change his attitude to Jesus?

Teacher may read to the class Max Lucado's interpretation and dramatisation of the story in *The Applause of Heaven*, chapter 4.

Students read selected verses in Acts to see how Peter lives out his call to discipleship after Pentecost.

Acts 2:14–21 Acts 3:6,7
Acts 4:1–21 Acts 5:17–32.

How does Peter demonstrate his trust in Jesus? (1a)

LESSONS IN TRUST There are several stories in the gospels which students can read to explore the nature of trust in a disciple's life. Read the parallel texts to gain a wider perspective. Students retell the story from a disciple's viewpoint, highlighting the disciple's understanding of and struggle with trust. Use Max Lucado's story from *The Applause of Heaven* as a model.

- Jesus calms the storm Matthew 8:23–27
 Mark 4:35–41; Luke 8:22–25
- The feeding of the 5000/4000
 Matthew 14:13–21; 15:29–39
 Mark 6:32–44 ; Luke 9:10–17
 John 6:1–15
- Healing of a boy with an evil spirit
 Matthew 17:14–21; Mark 9:14–32
 Luke 9:37–43a. (1a)

IT'S EVERYTHING (2) This activity is a continuation of the introductory activity *It's Everything*. Students read the parables *The hidden treasure* and *The pearl* (Matthew 13:44–46).

Students investigate what was the 'hidden treasure' and the 'pearl' for which Jesus was prepared to die. See Luke 2:29–32

Luke 19:10 John 3:17
John 4:10,13,14 John 17:1–5.

Students investigate what was the 'hidden treasure' and the 'pearl' for which the disciples of Jesus were prepared to suffer and die:

Acts 17:22–31 Ephesians 1:3–14
Philippians 3:7–9 1 Peter 1:3–6
1 John 1:2,3 1 John 2:15–17.

Students create a set of motivational slogans the disciples and Jesus might have needed to help them keep their goals in focus.

Students compare the goals of Jesus and the disciples with examples identified in the introductory activity. Are there similarities in what different people will do to achieve their goals?

Students consider the extent to which Jesus' words in Matthew 6:21 accurately reflect people's life choices. End this activity with students writing a journal response to Matthew 16:24–26. (1a,1b,3a)

PERSECUTED CHRISTIANS In groups students investigate the persecution of Christians in the early church and in the twentieth century. The following areas can be a focus of study:

Persecution foretold by Jesus

Students explore what Jesus told his disciples about being persecuted, eg

Matthew 5:11,12 Matthew 10:16–39
Matthew 24:9–14 John 15:18–25
John 16:1–4.

Leaders who want people to follow them usually talk about the great benefits that lie ahead. Why did Jesus talk to his disciples about persecution?

Persecution of disciples as recorded in the New Testament Students list reasons for the persecution of Christians, the suffering endured by Christians, and the impact on the Christian church and the daily life of Christians.

Acts 4:1–21 Acts 5:17–42
Acts 8:1–4 Acts 12:1–4,24.

Persecution reflected in New Testament

writings Students investigate what is known about Christians for whom 1 Peter and the book of Revelation were written. Students read appropriate sections from the books (1 Peter 4:12–19; Revelation 1 – 4) and refer to Bible handbooks. What do the passages say about

- the cost of following Jesus?
- choices a follower of Jesus is expected to make in life?
- what followers of Jesus must do in situations of persecution?
- the temptations followers of Jesus will face in times of persecution?
- promises made to followers of Jesus?

Persecution at the hands of the Roman

emperors Students investigate the waves of persecution Christians suffered under Nero, Domitian, Trajan, Marcus Aurelius, Diocletian, Decius.

- What did the Romans find offensive about the Christian religion?
- What was the effect of the persecutions on the development of the Christian church and the Christians who survived?

Students read accounts of Christian martyrs, such as Perpetua, Polycarp, Justin Martyr. *The History of Christianity* (Lion), section 2, and early historians such as Josephus, Tacitus and Eusebius have interesting accounts.

Persecution of Christians in the twentieth

century Students investigate the fate of Christians and the Christian church under leaders such as Stalin, Lenin, Kruschev, Mao and Hitler, eg Richard Wurmbbrand, Dietrich Bonhoeffer, M Kolbe, Whang Zhiming. Students report on the meaning of trust, obedience and commitment for each of the people researched. *Key Christian Beliefs* handbook and photocopy master has a relevant worksheet (A69). (1a,1b)

TAKE UP YOUR CROSS Students view

sections of the movie *Chariots of Fire*:

1. Eric Liddell finds out his race is scheduled on a Sunday and decides not to run.
2. Liddell's interview with the Prince of Wales
3. Liddell's church attendance during the race
4. the race Liddell runs in place of the Sunday race.

Students discuss how Liddell denied himself and carried his cross to follow Jesus.

Students copy Mark 8:34 into their books and comment on what they think it means to deny oneself and to take up one's cross to follow Jesus.

In small groups students explore further how the gospel writers expand on the theme of Mark 8:34. See:

Matthew 5:38–42 Matthew 6:1–6,16–18,24
 Matthew 7:13,14 Matthew 10:17–22,34–39
 Matthew 18:2–4,8,9 Mark 13:9,12,13
 Luke 9:23–25,57–62 Luke 12:32–34
 Luke 14:28–33 Luke 17:7–10.

Students make a list of ways in which Christians are to deny themselves. They discuss the similarities between Christians 'denying themselves' and athletes who are 100% committed to winning. To what extent do the Bible passages fit in with the students' perception of Christianity?

Students dramatise the story of the rich young ruler found in Matthew 19:16–30. In their presentation students include a series of asides in which the young ruler, Jesus and the disciples comment on their reactions to and feelings about what is happening.

Students discuss what 'deny yourself' and 'take up your cross' look like for a Christian attending a Lutheran college. (1a,1b)

NOT ON YOUR OWN Students list the

kinds of people who were called to be followers of Jesus. See
 Matthew 4:18–23
 Matthew 5:1–12 Matthew 9:9,10
 Matthew 11:25 Acts 4:13
 1 Corinthians 1:26–29.

What qualifications did they have to recommend them for discipleship? What is the significance of John 15:16?

Students look at texts which talk about the support a disciple of Jesus can expect. They work in small groups, each of which is given a text:

Matthew 10:19,20,28–31
 Matthew 11:29 Luke 11:9,10,13
 Luke 12:22,23,30,31 John 14:26
 John 15:4,5 Romans 8:35,37–39
 Romans 15:5,13 Galatians 2:20
 Philippians 4:19 2 Timothy 1:7.

Students present the main idea in each text in any way they choose and indicate what personal support a disciple of Jesus can expect.

Explore further with students the life-giving relationship between Jesus and his disciples as Jesus explains it in John 15:1–17. Students compare the motivation that comes from one's self with the motivation that comes from Jesus. (1a,1b,3a)

A DISCIPLE FOR ALL OF LIFE

This activity — based on the Sermon on the Mount (Matthew 5 – 7) — has six parts organised around the six levels of Bloom's taxonomy. Students work through two activities. Students can be grouped according to their level of ability.

1. **Knowledge:** Students list areas of life which are affected when people follow Jesus.
2. **Comprehension:** Students explain in their own words the following passages:
Matthew 5:3–12 Matthew 5:13–16
Matthew 5:43–48 Matthew 6:19–24
Matthew 7:13,14, 15–20.
3. **Application:** Students arrange a collection of illustrations/pictures which portray the words and actions of a contemporary disciple.
4. **Analysis:** Students prepare a report on the difficulties and challenges disciples of Jesus face as they seek to live out Matthew 5 – 7 in today's world.
5. **Synthesis:** Students present a play which demonstrates the impact of commitment to Jesus on a disciple's approach to life and relationships.
6. **Evaluation:** Students form a panel and present their views on the topic 'To become a disciple of Jesus is an attractive prospect in this day and age'. (1a,1b,3a,3b)

JESUS' LEADERSHIP STYLE

Students work in small groups, each of which is assigned a selection of Bible passages related to Jesus' leadership style.

1. Matthew 4; 5:1–12; 5:17–20, 43–48
2. Matthew 6:1–15; 10:1–16; 12:22–32; 16:13–20
3. Matthew 21:23–27; 26:36–46; 27:45–56; 28:1–10
4. Mark 8:26–39; 10:17–31; John 6:25–51
5. Acts 1:1–5; 2:22–33; Colossians 1:15–23; 1 John 1:1–4; 4:1–3
6. 1 Timothy 1:3–7; 2:5–7; Hebrews 1:1–3; 2:1–4

Students take notes on Jesus' actions, words, personal integrity and influence as a leader.

Collate each group's notes and redistribute them to every group. Students compare the characteristics of Jesus as a leader with the characteristics of a cult leader (see *What is a Cult?* in Introductory Activities Menu). Each group presents a statement in answer to the question: 'Was Jesus a cult leader?' (1c)

THE NATURE OF DISCIPLES Students investigate the nature and demands of commitment to a religion and/or cult other than a Christian denomination.

Students note the impact of commitment to a religion or cult in the physical, emotional, intellectual, ethical and spiritual dimensions of a person's life. Are followers free to make their own decisions — where they live, how they use their money, with whom they socialise and how they organise their time and work?

Students consider the nature of the relationship between a follower and his/her leader. Is the relationship based on fear? love? What is the place of forgiveness in the relationship?

Students identify the difference between commitment to Jesus and commitment to leaders of cults and/or other religions. (1c)

2

Jesus' disciples are forgiven and forgiving

FORGIVENESS CONCEPT MAP

Students respond to Jesus' words to Peter in Matthew 18:21,22.

In groups students construct a concept map of forgiveness, exploring such issues as:

- conditions needed for forgiveness to take place
- process of forgiveness
- reasons for forgiving
- limits of forgiveness.

Students read the parable Jesus told in answer to Peter's question about forgiveness (Matthew 18:23–35). In groups they could act out the story, after having discussed the role of each character. Discuss:

- What does Jesus' parable teach his disciples about God's forgiveness?
- What does Jesus' parable teach his disciples about forgiving others?
- What connection is there between God's forgiveness and Christians forgiving one another?

Students find examples of people who have forgiven others in 'extreme' situations, eg Corrie Ten Boon forgave a German guard. Students read Luke 23:34. Why is this the supreme example of forgiveness? (2c)

RELEASED TO FORGIVE Students discuss the obstacles people face in forgiving others.

Form teams of six to eight students. Each team splits into two groups, A and B, to study Bible passages listed below. Group A will investigate 'God forgives' and group B will investigate 'the followers of Jesus forgive'.

All groups work on the same questions:

1. Who forgives?
2. Who is to be forgiven?
3. What is forgiven?
4. What conditions are placed on forgiveness?
5. How is forgiveness achieved?

A and B investigate different Bible passages:

BIBLE PASSAGES FOR GROUP A

Psalm 103:3, 8–12 Isaiah 1:2–6,16–18
 Joel 2:12–14 Acts 10:43
 Romans 3:21–26 Ephesians 1:7
 Ephesians 2:1–5,8 Colossians 1:13,14
 1 John 1:9; 2:1,2

BIBLE PASSAGES FOR GROUP B

Matthew 5:23,24,38–48 Luke 17:3,4
 2 Corinthians 2:5–8
 Ephesians 4:1–3, 22–24, 26,31,32
 Colossians 3:12–15

Within teams, Groups A and B share their findings and prepare a demonstration of the flow of forgiveness from God to people.

Students select a situation in the world where forgiveness is not evident. Encourage them to imagine forgiveness being a way of life in that situation. What will need to change? Students rewrite/represent the scenario. (2a,2c)

NO CONDITIONS AND NO LIMITS

Students examine the parable of the forgiving father (Luke 15:11–32) to learn what it teaches about forgiveness. They examine each of the characters with the help of the following questions:

1. **The younger son.** How did the younger son wrong the father? What guilt did he experience? Did he deserve to be forgiven? Was he more wicked than the older brother?
2. **The father.** What feelings do you think the father experienced when his younger son asked him for the inheritance? What do you think was the father's greatest wish for his sons? How did the father show that he completely forgave the younger son? At what point in the story do you think the father forgave his son? Was the father favouring the younger son?
3. **The older brother.** What angered the older brother? Had the older son been neglected by the father? Was he wronged by his younger brother? Did the older brother have a justifiable case against his brother? What did the older brother want to see? How well did he understand his father?

Working in groups of three, students imagine and present each of the story character's reflections on forgiveness as he looks back on what has happened in the family.

The book of Hosea (2:2–8; 3:1; 4:16–18 and chapters 11 and 14), the parable of the unforgiving servant (Matthew 18:21–35) and the parable of the Pharisee and the tax collector (Luke 18:9–14) can be compared with the parable of the forgiving father. Which characters resemble one another? (2a,2b)

THE KEY TO FORGIVENESS

The gospel writers included several of Jesus' parables and encounters with people which demonstrate Jesus' teaching on forgiveness.

See Matthew 18:21–35
 Luke 7:36–50 Luke 18:9–14

Give groups of students a story each, along with any background material they will need to help them understand the cultural content and the impact the stories would have had in Jesus' time. Groups analyse the story from three perspectives:

- a. the need for personal confession of sin
- b. experiencing unconditional forgiveness, and
- c. forgiving others.

Students prepare a dramatic presentation as well as a review of what they understand to be the main point Jesus is making. Students determine who is the 'unforgiving servant' in each story. Discuss:

- What important role does the confession of sin play in each story?
- What evidence is there of an unforgiving spirit in students' own experience and actions?

Other supporting Bible passages:

Psalm 32 Psalm 51:1–12
 Matthew 6:14,15 Mark 11:25
 Luke 5:31,32. (2a,2b)

PHILEMON The letter of Paul to Philemon is the report of a real-life situation, in which forgiveness is the key to a renewed relationship. In groups students write what they find out about Paul, Onesimus and Philemon in Paul's letter. (Background information on the letter is available from commentaries and *Come and See Jesus Series C Proper 18*.)

Students imagine and write a series of letters exchanged between Philemon and Onesimus after Paul's letter. Alternatively, students work in pairs, conducting 'telephone conversations' between Philemon and Onesimus. (Colossians 1:14; 3:13; Ephesians 4:32; 2 Corinthians 2:7–10 are some words on forgiveness written by Paul to other people).

Students list situations in life where the lack of forgiveness is damaging or has broken the relationship between people. They role-play the situations, demonstrating the changes that forgiveness could effect. (2b,2c)

BE RECONCILED Review with students the Christian concept of forgiveness. See Colossians 1:13,14; Colossians 3:12–15 and the song *We are sorry (All Together OK, 332)*.

Students identify steps in forgiveness:

- awareness of what God has done to make forgiveness available
- confession of wrongs and expression of the desire to be forgiven
- absolution.

Students read the story of David sparing King Saul's life (1 Samuel 24. You will need to give students some background information).

- Which of David's actions demonstrate that he forgives Saul instead of getting revenge?
- What impact does David's forgiveness have on Saul?

Students list steps they think would be necessary for reconciliation between indigenous and non-indigenous people in Australia. Students compare their steps with those published by the Council for Aboriginal Reconciliation. Do those steps for reconciliation include forgiveness? Where does forgiveness fit in the process of reconciliation?

Students consider what Pastor George Rosendale shares about forgiveness in both the video *Colour Blind* and *Viewpoint* in the *Lutheran Theological Journal*, May 1998.

There are several other areas where students can investigate the role played by Christian forgiveness in the resolution of hurt and conflict:

- Corrymela in Northern Ireland where Protestants and Catholics meet to hear each other's pain and be reconciled
- Japanese forgive the bombing of Hiroshima, Nagasaki (see works by Paul Glynn)
- the prayer movement in churches in Leipzig as a step towards reconciliation between East and West Germany.

Magazines such as *On Being Alive* or other church publications often have articles which bring these issues to the attention of the public. Contact the Australian Council of Churches in your area to find out about reconciliation ventures in your community, eg 'Sorry Day' held on May 26, 1998. (2c)

CHRISTIAN BIOGRAPHY Christians who tell the story of their journey of faith often have stories of forgiveness. Students each read a biography of a Christian person and present a review of the book, focusing on the place, impact and challenge of forgiveness in that person's life. (2c)

3

Jesus' disciples live by God-given values and ethics

THE GOLDEN RULE Students read the 'golden rule' Jesus gave for human behaviour (Matthew 7:12; Luke 6:31). They investigate how religions other than Christianity, eg Buddhism, Hinduism, Islam, and ideologies such as humanism might express and interpret this concept.

Students survey a cross-section of people to find out how they interpret the golden rule.

Students investigate what meaning Jesus gave to this rule by a study of its context, the Sermon on the Mount (Matthew 5 – 7; Luke 6:17–49). (Development Activities Menu item *A Disciple for All of Life* can be done in conjunction with this activity.)

Students read John 13:34 and 15:5,12. According to Jesus what is to be his disciples' motivation for treating others well? Who or what enables a person to live out the golden rule? How does Jesus' understanding contrast with the general understanding of the rule? (3a)

THE TEN COMMANDMENTS Students work in groups, each of which examines a different commandment from the second table of the law (commandments 4–10), which deals with our relationships with other people. Each group designs a poster which includes

1. an explanation of what the commandment is protecting
2. an example from life which illustrates the application of the commandment to daily living, eg newspaper report on the death of a 14-year-old who ignored warnings not to do chin-ups on the train and as a result fell out of the train.

Students discuss how the commandments provide the basis for making moral decisions, eg abortion, spreading details about another person of which you are uncertain, exploiting the poor, the environment, etc.

What added perspective on the commandments does Jesus' law of love give (Matthew 22:34–40)?

The problem for human beings is not so much in knowing and understanding the commandments; the problem is in doing what the commandments say and even wanting to do this. What motivation do Jesus' disciples have for obeying the commandments? (1 John 4:9–11, Titus 2:11–14) (3a,3b)

THE WILL OF GOD Christians know that their decisions and actions should be determined by the will of God (as was the case for Jesus). Yet the Bible may not give any specific solution to an ethical situation.

Students examine the Bible verses below and construct a set of principles which can serve as a guide for Christian decision-making:

Exodus 20:1–17	Matthew 4:1–10
Romans 8:28	Romans 12:2
Romans 13:8–10	Ephesians 5:10,17
Philippians 2:3–8	Philippians 4:8
1 Thessalonians 4:1–8	Hebrews 4:14–161
John 1:9	1 John 2:1,2,15–17 (3a)

THE LAW OF LOVE Students consider which aspects of the Ten Commandments (Exodus 20:1–17) are relevant in the school, at home, and in the laws of the land.

Groups of students are each given a commandment. They write an explanation of the commandment, outlining what is expected from each member of the community.

Survey the class to determine which of the commandments is deemed the greatest by the students. Students read Jesus' answer to the same question, Matthew 22:34–40.

- What is to be the motivation for all human behaviour?
- What does Jesus value above all else?
- What motivates Jesus' disciples to try to live the way God wants all people to? (see texts such as John 13:34,35 and 15:12)

Students investigate and contrast Jesus' interpretation of the commandments and ethics with the teachers of the law of his day. Study Bibles and encyclopedias are useful resources. Students present their understanding in the form of a dialogue between the Pharisees and Jesus. See

Matthew 5:17–48	Matthew 12:1–14
Matthew 15:1–19	Matthew 19:3–9;
Matthew 21:12,13	Matthew 23:2–7,16,23
Luke 13:10–17	Luke 16:13–15.

Students identify contemporary instances of people sticking to the letter of the law rather than to the spirit of the law. What problems does this cause? Students discuss how their ethics and their behaviour towards others would change if they followed Jesus' interpretation of the commandments. (3a,3b,3c)

MORAL DECISIONS IN THE BIBLE

In many Bible stories people are faced with moral decisions. Give each group of students a different Bible passage to analyse from a selected character's viewpoint. Alternatively, each group deals with the same story. Give students any background material they need. Each group discusses questions such as:

- What 'big decision' does the character make?
- What major moral issues, values and consequences need to be weighed up?
- How does the character arrive at the final decision?

Students role-play the Bible story, inserting the character's thinking processes and struggles as he/she arrives at a decision.

Suggested characters and stories:

- Reuben in Genesis 37:12–35
- Joseph in Genesis 39
- Herod's daughter in Mark 6:17–29
- Jesus in John 8:1–11
- David in 2 Samuel 11:1–26
- The magi in Matthew 2:1–12
- Jesus in Matthew 12:9–14
- Simon in Luke 7:36–50
- Peter in Acts 10:9–23. (3a,3b)

DEALING WITH ETHICAL

SITUATIONS Students identify ethical situations of both a personal and a social nature, eg terminating an unwanted pregnancy, under-age drinking, drugs in sport, promoting pornography, homosexuality, the growing gap between the haves and the have-nots.

Students use the following model for decision-making as a way of analysing and responding to the situation.

1. Identify the issue.
2. Gather information on values and perspectives from friends, family, community, law, Christian principles etc.
3. Generate alternative choices.
4. Predict the consequences of each choice.
5. Make a decision.
6. Evaluate the decision from different ethical frameworks.

Students write a personal stance on the issue, justifying their decision.

Another approach Students select an ethical issue and identify the problems/dilemmas it raises for people in the community in general and for Christians in particular.

Students use Bible concordances and commentaries to find what guidelines the Bible offers in regard to the issue. They first examine the application of the guidelines in the context in which they were written.

Students explore the implications of different responses to an ethical issue in the wider context of the Christian experience: discipleship and God's forgiveness. Students analyse the range of both Christian and non-Christian responses to an ethical issue and determine the relevance of the biblical guidelines for all people. (3a,3b,3c)

MENU

RESPONSE ACTIVITIES

1

God calls people to be Jesus' disciples

THE LORD'S PRAYER The Lord's Prayer is a guide and source of help given specifically to the disciples by Jesus (Luke 11:1–13). Using the Lord's Prayer as a guide and stimulus, students write prayers that followers of Jesus may have written when they were suffering persecution, facing temptation or struggling with a difficult ethical problem or seeking strength to forgive someone who had wronged them, etc.

Christian songs, hymns, psalms and Bible verses can be turned into prayers. Students can take the option of writing personal prayers for their own use. (1a,1b, 2b,3b)

CHRISTIANS IN PROFILE Students each write a profile of a Christian — a martyr, sports person, person known to student, etc — explaining that person's understanding of Christian discipleship. Students give examples of the difference this has made to the person's life choices, position on ethical issues, and approach to relationships. Students highlight one aspect of the person's life or attitudes which could be a source of inspiration to them and their peer group. (1a,2a,3b)

THEN AND NOW Students dramatise stories and parables from the gospels to demonstrate the relationship between trust, commitment and obedience in Christian discipleship. Students need to give attention to the context of the stories/parables. Students then replay the stories/parables, demonstrating their application in a modern context. (1a,1b)

WHEN THE RUBBER HITS THE ROAD Students create a chart which compares the cost of commitment to a cult/religion/way of life and commitment to Jesus and his teaching.

Students explore the cost of commitment in the areas of personal development (eg values), relationships, community involvement, career, choice of lifestyle. (1a,1c)

VOTE FOR JESUS!? Working in groups, students produce a series of articles for a national newspaper. The articles examine the suitability of Jesus as a leader for the nation.

Background: Students list the major issues and problems facing Australia and the world, which they will have to live with, confront and find solutions to. Students list the different sources of information they will need in order to write up the articles.

Content: Students decide how many parts the series will include, eg

- an exposition of Jesus' teaching on values, discipleship and forgiveness
- a focus on Jesus as master and teacher, his rapport with people, the type of cabinet he might select to help him solve the problems
- testimonials from Jesus' disciples in the past, friends, family, enemies
- an evaluation of the impact of Jesus' principles over the past 2000 years
- an analysis of how Jesus' way of love and discipleship can address the problems identified, the changes that could be anticipated if his principles were put into effect, eg what would happen to the national budget.

Each student could also write a letter to the editor, giving their opinion on whether Jesus would be a suitable future leader.

(1a,1b,2a,2b,2c,3a,3b)

2

Jesus' disciples are forgiven and forgiving

COLLAGE ON FORGIVENESS

Students create a collage of pictures, sound/song and movement to illustrate

- the manner in which people suffer in and respond to broken relationships
- the changes Christian forgiveness can bring to people's lives and relationships.

Contemporary songs, newspaper stories and personal experiences are a starting point for students' material. (2a,2c)

A QUIET MOMENT Throughout a unit of work on forgiveness, give students time to sit quietly and reflect on how the ideas raised in the lesson have application in their own lives. This can be a time for journal-writing.

Students can reflect on such things as feelings of guilt and remorse, the need for healing, the offer of Jesus' unconditional and complete forgiveness, the challenge of forgiving people who have wronged and hurt them.

When and where appropriate, include a time when students can confess their wrongs and be granted absolution, eg writing their wrongs on a piece of paper which is then burnt as a symbol of God's forgiveness. (2b,2c)

SYMBOLS OF RECONCILIATION

Students collect symbols of reconciliation recognised by Australians in general (eg peace sign, dove) as well as symbols used by different religions, racial groups, Christians.

Students think of the types of reconciliation which are needed in their school setting, eg reconciliation between teachers and students, students of different year-levels, boys reconciled with girls, the marginalised reconciled to the larger group.

Students produce a set of posters featuring familiar reconciliation symbols, as well as their own original designs. An explanation will need to be attached to each different symbol. Students display these around the school. (2a,2b)

A DAY OF RECONCILIATION Students plan a day of reconciliation for the school community.

Students organise a variety of activities for the day, eg

- a celebration of reconciliation held during school worship time
- a library display of posters featuring students' own design of reconciliation symbols
- making badges, screen-printing T-shirts
- drama, artwork, recitals, musical groups etc, all highlighting different facets of reconciliation.

The focus should be on reconciliation in the school context. (2a,2b,2c)

3

Jesus' disciples live by God-given values and ethics

A PUPPET PLAY In groups students create and present a puppet play to illustrate the meaning and implications of living out one of the commandments from the second table of the law, in the context of Jesus' law of love.

The play needs to explore the challenge of the commandment to a person's thoughts, actions and motives, and present the consequences of either obeying or disobeying the commandment. To avoid moralism and to put the play into the context of discipleship, Jesus should be one of the characters and the characters' obedience to the law should flow out of the love and forgiveness they experience from Jesus.

Students can make simple puppets from gloves, socks, egg cartons, plastic bottles. Students keep props simple. Music will add atmosphere. (3a,3b,3c)

MONEY MAKES THE WORLD GO

ROUND Students organise a multimedia presentation on money, exploring a range of issues, eg

- an exposé of the lifestyle promoted by advertising. Students create an advertisement which promotes an alternative lifestyle.
- a summary of the range of attitudes to money: of young people, people in the workforce, business, the national economy, the unemployed, etc. Students select the viewpoint they support and give their reasons.
- a debate on topics such as *All poker machines should be banned. Lotteries are immoral. Money is evil.*
- a series of graphs and tables of how and where people spend their money, of the distribution of wealth in Australia and other countries such as Indonesia. Students outline what attitudes and actions their generation will have to promote if the difference between the haves and have-nots is to be minimised.
- a collage of the Bible's teaching on money. Students list all the changes that could be expected in their society if the Bible's teaching were to be lived out. See
Psalm 50:12 Psalm 119:36,37
Proverbs 30:7–9 Luke 12:13–15
Luke 16:19–31 1 Timothy 6:6–10
James 5:1–6.

Note that the same approach can be applied to other topics, eg sexuality, honesty, drug addiction. (3a,3b,3c)

CHOOSE YOUR OWN ENDING

Students either view a film which presents characters struggling with difficult decisions of an ethical nature (eg *Bladerunner*, *Dead Poets' Society*, *Star Trek* episodes) or they read a similar kind of novel, eg *Dear Nobody*, *Cage of Butterflies*, *You Take the High Road*, *Not without My Daughter*.

Students construct a flow chart identifying the stages of a character's decision-making process on an ethical issue. They suggest alternative paths that the character could have decided on.

Students present a series of diary entries from the point of view of the character, exploring what the character's feelings, personal conflict, decision-making process might have been if they had chosen an alternative path.

Students determine what impact Christian forgiveness and Jesus' law of love would have on the character's decision. (3a,3b,2b,2c)

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**History and general reference**

- The Teen Study Bible* NIV 1993 Zondervan Publishing
- Beck M et al *Exploring Religion* 1997 Oxford University Press
- Bettenson H *Documents of the Christian Church* 1943 Oxford University Press
- Come and See Jesus* Series C Proper 18 1998 Openbook Publishers
- Dowley T *The History of Christianity* 1990 Lion Publishing
- Early historians' writings are available in the Penguin Classics series (Josephus—Jewish; Eusebius—Christian; Tacitus—Roman).
- Emmett J *Get a New Life* 1996 JBCE
- Morris Leon *Luke* The Tyndale New Testament Commentaries 1992 Eerdmans
- Pfitzner J *Colossians and Philemon* Chi Rho Commentary Series 1983 Lutheran Publishing House
- Travis S *Starting with the New Testament* 1994 Lion Publishing
- Wright C *Key Christian Beliefs* 1995 Lion Publishing
- Wright C *Key Christian Beliefs, Teacher Handbook and Photocopymaster* 1995 Lion Publishing
- Wright C *Life Issues* 1997 Lion Publishing

Stories/devotional material

- Lucado M *The Applause of Heaven* 1995 Word Publishing (Chapter 4 *The Kingdom of the Absurd*)
- Kerr T *If Jesus Were a Teenager Today* 1996 JBCE (There are several stories under the themes of forgiveness, following Jesus, making choices)

Christian disciples

- Towards the Goal* CEV New Testament 1997 The Bible Society in Australia Inc
- Berry WG *Foxe's Book of Martyrs* 1997 Baker Book House
- Cassidy Sheila *Good Friday People* 1991 Darton Longman and Todd
- Hanks G *70 Great Christians: Changing the World* 1992 Christian Focus Publications
- Magnusson S *The Flying Scotsman* 1985 Quartet Books

Forgiveness and reconciliation

- Ensor J *Experiencing God's Forgiveness* 1997 Navpress
- Faith and Reconciliation* Council for Aboriginal Reconciliation The Australian Government Publishing Service (Note: the Council for Aboriginal Reconciliation has kits available for school study)
- Glynn P *A Song for Nagasaki* 1990 The Catholic Bookclub
- Lutheran Theological Journal* Aboriginal Issues Vol 32 No 1 May 1998 Openbook Publishers
- We're All People* Report and recommendations of the Committee on Aboriginal Issues and Ministry, Lutheran Church of Australia 1997 Lutheran Church of Australia

Cults

- Martin W *The Kingdom of the Cults* 1985 Bethany House
- Mather G A et al *Dictionary of Cults, Sects, Religions and the Occult* 1993 Zondervan
- McDowell J & Stewart D *The Deceivers* 1992 Scripture Press
- There is a reasonable amount of information available on cults through the media, eg feature articles in local papers and weekly magazines such as *Time*, *Bulletin*, *The Australian* magazine, *Women's Weekly*; current affairs programs.

Ethics

- Engebretson K & Elliott R *Chaos or Clarity: Encountering Ethics* 1995 Social Science Press
- Field D *Christianity in the Modern World* 1983 Hulton Educational
- Field D & Toon P *Real Questions* 1982 Lion Publishing
- Jenkins J *Contemporary Moral Issues* 1987 Heinemann Educational
- MacDonald A et al *The Time of Your Life* 1989 Frameworks For Living
- Rankin J et al *Ethics and Religions* 1991 Longman Group Limited
- Vardy P & Grosch P *The Puzzle of Ethics* 1994 Fount Harper Collins

LITERATURE — FICTION

- Caswell B *A Cage of Butterflies*
- Doherty B *Dear Nobody*
- Mahmoody B *Not without My Daughter*
- Pershall M *You Take the High Road*

PERIODICALS

Denominational groups publish magazines which often feature missionary activities and the life of prominent Christians and their work. Contact your local churches to see what they have in their offices, eg

The Australian Christian National Journal of Churches of Christ in Australia. Vol. 101 No. 7, 13 May 1998 has an article by Gordon Moyes entitled *Faith Thrives in China*.

On Being Alive magazine. Subscription inquiries: 1800 334 054 (free call)

AUDIO-VISUAL

VIDEO

- Bladerunner*
- Chariots of Fire*
- Colour Blind*
- Dead Poets' Society*
- Star Trek series*

Films have been made of Jim Jones and the mass suicide at Jonestown, and of David Koresh. Selected viewing of parts of the films is recommended.

MUSIC

- All Together OK* Openbook
- Chapman Tracey *Cross Roads* (song and album)

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.