MODEL UNIT BAND D LEVEL 1

A RELATIONSHIP WITH JESUS

LIFE CONCEPT: GOD HELPS PEOPLE PRAY

YEAR:……**DATE OF USE**:…….

SUGGESTED DURATION: 13–15 hours **FAITH STATEMENTS:** ① ② ③

UNIT-SPECIFIC GOALS (highlighted)

1. GOD INVITES PEOPLE TO PRAY TO HIM IN JESUS' NAME

1a explore Christian prayer as a response of faith in God

1b examine what enables Christians to pray with confidence

1c investigate different forms of prayer and their purposes

2. GOD PROMISES TO HEAR AND ANSWER PRAYER

2a investigate the varied ways in which God answered people's prayer in the Old and New Testaments

2b investigate the Christian belief that prayer encompasses and acknowledges all aspects of life

3. JESUS TAUGHT PEOPLE TO PRAY

3a explore what Jesus' own prayers teach about prayer

3b examine the Lord's Prayer as a tool for daily living

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES		*ASSESSMENT STRATEGIES*
Examine the developing relationship between Peter and Jesus, recording Peter's responses to Jesus in journal format. (1a,2b,3a)	⇨	student's journal
Teacher-selected activity/outcome for snapshots of the relationship between Peter and Jesus: _____ _____ (1a,2b,3a)	⇨	individual or group work samples
Produce a collection of prayers with a preface which explains the choice of items and what these items demonstrate about the place of prayer in a person's relationship with God. (1a,2b,3a)	⇨	individual work sample

UNIT SUMMARY

Students explore the nature of Christian prayer as it unfolds in the relationship between Peter and Jesus. Students examine various 'snapshots' of the relationship recorded in the gospels and the book of Acts. They record Peter's thoughts and responses to the relationship in a journal. Through an imaginative and creative experience, interaction with and response to the biblical text, students will broaden their understanding of prayer as a natural outcome of an ever-growing relationship between God and his created people.
Optional: students voluntarily keep their own prayer journal.

UNIT NOTES

Students explore the Christian belief that prayer is the outcome of a relationship with Jesus/God. Students will examine various incidents in Peter's relationship with Jesus and explore how Peter responded (or might have responded) in prayer.

No prior knowledge of prayer is assumed. Any knowledge students have about prayer becomes a resource for the unit.

The following understanding of prayer which undergirds the unit will need to be highlighted by the teacher during the unit:

PRAYER

- Prayer is the natural outcome of the relationship between a loving God and his people.
- Prayer is communicating with God.
- Prayer reflects people's growing knowledge, trust and love of God.
- Prayer is listening to God, responding to God's presence, meeting with God, being drawn into a relationship with God and enjoying the relationship with God.
- Prayer is being honest with ourselves before God.
- God is interested in the ordinary aspects of people's lives, which means people can communicate with him about everything at any time in any place.
- Prayer is a necessity in the Christian's struggle to live his/her life under God.

The unit can be an introduction to students starting and keeping a personal prayer journal.

INTRODUCTION

The introductory activities are designed to equip students with the necessary skills and understanding to achieve the task outlined in the unit notes.

1. COMMUNICATING

Students explore the role that communication plays in the different relationships they have with people.

- They identify the different groups of relationships in their lives, eg family, friends, teachers, sports coach.
- They write the types of messages communicated in the different relationships, eg instructions, routine details, asking for help, sharing experiences, hopes, concerns, hurts, frustrations, ambitions about themselves and others.
- They list the different ways that those personal details are communicated, eg hug, letter, giving a gift, phone conversation, going out to the pictures, silence, music, formal and informal use of language.

Keep a record of students' ideas about communication on a large sheet of paper. Incorporate these ideas in subsequent discussions on the nature of prayer.

Students list different ways that people communicate with God, identifying rituals, times and places associated with such communication, eg music, songs, written prayers, mantras, meditation, prayer beads, prayer shawl, retreats, icons, candles, banners.

Students view sections of *Fiddler on the Roof* where Tevye speaks to God about the events and people in his life, as an example of a person communicating with God.

2. ASSEMBLING A PRAYER BOX

Students gather a collection of prayer anthologies, pictures, music (CDs), symbols etc for a class prayer box to be used as a resource for their journals. Include in the prayer box the Lord's Prayer, various psalms, eg Psalm 51, and other examples of prayer in the Bible (see Bible References Menu). Students can add to the collection during the unit.

Make the prayer resources box available to students in all the following lessons.

3. KEEPING A JOURNAL/DIARY

Tell students that they will be investigating the relationship between Peter and Jesus and recording in a journal Peter's thoughts, feelings and the way he prayed or might have prayed.

Students look at a range of different journals, including personal prayers and journal entries by Christians, noting the format and content.

Students brainstorm ways that they can record Peter's thoughts, feelings and experiences in their journal. Each student designs and prepares a journal to use during the unit. Refer to Teacher Resource Sheet (TRS) D1/1 for ideas.

DEVELOPMENT

4. PETER AND JESUS

Students examine the developing relationship between Peter and Jesus at significant points in Peter's life:

First impressions Luke 4:38–41; Luke 5:1–11

Along the way Luke 6:6–11; Luke 8:22–25 Luke 9:1–6; Luke 9:10–17; Luke 11:1–13

A leap of faith Matthew 14:22–33

A mountain-top experience Matthew 16:13–28; Mark 9:2–10

Jesus' last days Mark 14:32–42 Luke 22:54–62; John 13:1–20 John 17; John 18:1–11

After Jesus' resurrection John 21:3–14 John 21:15–19

Peter's new ministry Acts 1:15–26 Acts 2:1–47; Acts 3; Acts 4; Acts 5:12–42 Acts 9:36–43; Acts 10; Acts 11:1–18 Acts 12:1–17

Basic information students need can be found in the text. The notes in the *NIV Study Bible* or *The Life Application Study Bible* will give additional information where necessary.

TEACHING STRATEGY

The following approach is given to help students work through the biblical texts themselves and to come to some conclusions about the place and practice of prayer in people's relationship with God.

Teacher Resource Sheets (TRS D1/2a,b,c,d) are written for teachers. They provide specific helps for each section:

- discussion questions
- activities for introducing the section
- ideas for guiding students' journal writing.

The journal of Peter's thoughts, feelings and experiences is each student's work book for the unit.

A. EXPERIENCE THE TEXT

Build variety into your presentation of the biblical 'snapshot'. For example:

- Read the texts using a range of different Bible versions, asking students to identify the understanding each version brings.
- Students read parts in a dramatised Bible.
- Read sections of the story progressively, interrupting the narrative to ask students to predict what will happen next.
- Use songs and stories which retell the Bible story, eg 'Peter walking on water' retold in Max Lucado's *The Applause of Heaven.*
- View appropriate sections from films such as *Jesus of Nazareth, Matthew* (vol.1–4), *Acts* (vol.1–4), *Luke.*

B. INTERACT WITH THE TEXT

Students explore two key ideas in each 'snapshot' and find in the relationship of Peter and Jesus some insight about prayer:

- **the what of prayer:** What is communicated in the relationship between Peter and Jesus (thoughts, feelings, actions)?
- **the how of prayer:** How do Peter and Jesus communicate their thoughts, feelings, actions to one another?

Use a variety of approaches to help students interact with the text, eg

- true/false statements
- lists of emotions experienced
- 'hot' seat where students take the role of either Peter or Jesus, answering questions about the events
- drawings of the events
- retelling the story from two perspectives
- reflecting on times when they have been in situations similar to Peter's.

C. RESPOND TO THE TEXT

Student journals can have three sections:

- Peter page: Peter's responses to his experience with Jesus, in particular how he prayed or might have prayed about his feelings, his relationships, the events, his plans for the future etc;
- selections from the prayer box: examples of how followers of Jesus of all times have prayed in similar circumstances, eg confessions of failure and unworthiness, expressions of thanks, hope, faith etc;
- personal prayer (optional): reflections on how students have communicated or could communicate to God in circumstances similar to Peter's.

RESPONSE

5. COLLECTION OF PRAYERS

Students share what they have learnt about prayer during the writing of the journals.

Each student produces a collection of prayers entitled *Friendship with God*. They include a selection of entries from the journals, other people's prayers from the prayer box, illustrations, pictures, etc. Students write a preface to their collection of prayers which explains the choice of items in the collection and what these items demonstrate about the place of prayer in a person's relationship with God.

YOU WILL NEED

- ☐ materials for students to make journals
- ☐ a prayer box which includes a collection of prayer anthologies, older and contemporary hymn- and song-books, pictures, music, symbols
- ☐ Bibles, including a range of versions
- ☐ TRS D1/1, TRS D1/2a, 2b, 2c, 2d
- ☐ videos on the life of Jesus and the disciples
- ☐ *Luther's Small Catechism*

INTEGRATING INTO OTHER CURRICULUM AREAS

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

Topics

- communication .....
- personal relationships.....

Skills

- journal-writing .....
- analysing characters.....

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' experiences of prayer?

How did I respond to the range of students' attitudes towards Jesus and towards prayer?

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?

KEEPING A JOURNAL/DIARY

Journals	Diaries
• are kept for special purposes, eg scientists record experiments, explorers plot their expeditions, ships' captains keep a log of the weather, progress of travel • contain records of daily events • help people to crystallise their thoughts • can differ in style and content, but the information is based on personal experiences Entries are dated.	• are a personal record of happenings written daily • contain personal records of feelings, fantasies, ambitions, hopes, frustrations etc • have a personal style — like talking to a friend Entries are dated.

EXAMINE OTHER JOURNALS AND DIARIES

Ask the librarian to show the class a range of journals and personal diaries — fiction and non-fiction.

Students note the nature of the content and the style of writing used in journals.

Students look at the learning journals kept by art and drama students, noting how these differ from published journals. Note that these journals are more tactile.

ENCOURAGE CREATIVITY

To acknowledge the range of learning styles and modes of expression, give students the opportunity to be imaginative in the construction of their journals/diaries, exploring non-verbal modes of expression, drawing on their talents and creativity. Encourage students to be creative and to experiment with a range of different entries.
Journals and diaries can include any of the following:

- a letter
- ideas expressed in terms of the five senses, beginning with *I hear . . . , I feel . . . , I see* . . . etc
- simple line drawings
- a dialogue
- photographs
- pictures cut out of magazines
- cartoon figures with speech bubbles
- objects of significance, eg piece of wood found on 'Transfiguration mountain', pressed flowers, material
- stickers
- newspaper articles
- drawings/paintings
- Bible verses, psalms
- other people's prayers
- poetry
- songs
- one-line entries

Students can add to the list.

Diaries can be kept on computer and, for students who find writing difficult, they can be 'dictated' onto an audio tape.

SNAPSHOTS

PETER AND JESUS

1. The following resource sheets have been written for teachers. **Select the questions and activities that are appropriate for the class** and the way in which you want to develop the unit. Some space has been provided for you to include your own questions and activities.
2. **Use the two key ideas** listed in the unit outline (4B) **as a way of summarising learnings** in each snapshot.

GETTING INTO THE TEXT	***SUGGESTED ACTIVITIES***
1 SNAPSHOTS FIRST IMPRESSIONS	
Read Jesus heals Peter's mother-in-law Luke 4:38–41 The disciples witness a miracle Luke 5:1–11 • What is Peter's name? • Who initiates the relationship? • What does Peter know about Jesus? • How does Jesus approach Peter? • What different responses does Peter have to Jesus? • What is the significance of Peter calling Jesus 'Master'? Luke 5:5 • What does Luke 5:10 tell you about what Jesus thinks of Peter?	• View appropriate sections from *Jesus of Nazareth.* • Locate Lake Gennesaret on a map. • Discuss the elements of adoration and confession in prayer (Luke 5:8). • Find prayers of adoration and confession in the prayer box. • Students share times when they felt a sense of awe and personal unworthiness before something great. • Students write Peter's journal entry using sentence beginnings I feel . . . I hear . . . I see. . .

2 SNAPSHOTS ALONG THE WAY	
These passages are not specifically about the relationship between Peter and Jesus, but Peter was part of the experience. Jesus heals on the Sabbath Luke 6:6–11 Jesus calms the storm Luke 8:22–26 Jesus sends out the twelve Luke 9:1–6 Jesus feeds 5000 Luke 9:10–17 Jesus prays Matthew 14:22,23 Jesus' teaching on prayer Luke 11:1–13 • Discuss the two key ideas listed in the unit outline (4B). • Imagine what it would feel like to follow/obey a person who did not have the respect or approval of the 'leaders'. • Imagine Peter's thoughts about Jesus. • List the reactions Peter's family could have had to his leaving his fishing. • List the important messages Peter is getting about Jesus.	• Form twelve groups. Give two groups the same passage. This will generate a greater response on the texts. • Groups who have the same passage join, share their answers, and prepare to act out the Bible passage for the class. • Students find prayers in the prayer box which correspond to the different parts of the Lord's Prayer. • Journal entries include Peter's observations about Jesus' prayer life. • Journal entries for Peter can be prayers modelled on the different parts of the Lord's Prayer. Students refer to the explanations of the parts of the Lord's Prayer in *Luther's Small Catechism* as a starting point for their prayers.

GETTING INTO THE TEXT	SUGGESTED ACTIVITIES
3 SNAPSHOT A LEAP OF FAITH	
Read Walking on water Matthew 14:22–33 • Imagine Peter's thoughts about Jesus while the boat is being tossed by the strong winds. • Determine in whom Peter lost trust: Jesus? himself? the elements? • Write the stage directions for an actor playing Jesus in Matthew 14:31.	• Introduce the Bible passage in the form of a meditation (see *Sounds of Silence* in Introductory Activities Menu for ideas on how to create a time of reflection). If you can find ambient music which echoes the sound of water, use it in the background as you tell the story. • Tell the story as a monologue given by either Peter or Jesus. • Students list the emotions they experience when they attempt to do something they haven't done before. • Students remember and share times when they have lacked courage and pulled out of doing something new. • Journal entries can be a retelling of the day's events, highlighting the significance for Peter of the experience on the lake.
4 SNAPSHOTS A MOUNTAIN-TOP EXPERIENCE	
Read Making a declaration Matthew 16:13–28 The transfiguration Mark 9:2–10 • Read the two parts of this section one after the other. Students note new things they learn about Peter. They compare this information with what they already know about Peter. • From whom did Peter receive his insight about Jesus? • According to Matthew 16:19 what kind of a relationship can people have with God? • Discuss how a person can listen to Jesus and what this has to do with prayer. • List what new things Peter would have learnt about Jesus on the mountain.	• As a preliminary exercise students think of a time when they have made a discovery, sharing how this made them feel about themselves, the world and life in general. • Students share how they have reacted to having to leave friends or losing friends. • Students share what it feels like to come back home after being away (eg at a camp) and having a great time. • Students use paint or crayons to create a 'rainbow' of emotions which plot the different emotions Peter would have experienced in this section. • Journal entry can consist of an object of significance that symbolises the importance of the day for Peter. Students include significant words uttered that day.

GETTING INTO THE TEXT	SUGGESTED ACTIVITIES

5 SNAPSHOTS JESUS' LAST DAYS

Footwashing	John 13:1–20
Jesus prays for himself and his followers	John 17:1–19
Jesus prays in Gethsemane	Mark 14:32–42
Jesus is arrested	John 18:1–11
Peter disowns Jesus	Luke 22:54–62

- Students list the different emotions experienced by Peter in the five texts, supporting their listings with words and phrases from the text.
- Identify in the text words/phrases which are examples of prayer.
- Read part of Jesus' prayer before his arrest (John 17). Describe the kind of relationship that exists between Jesus and God the Father. Identify Jesus' greatest concern for his disciples.

  Find evidence in the text for the understanding that prayer is a natural outcome of a relationship between a loving God and his people, that prayer is communicating with God, that prayer is being honest before God.

- Discuss what it feels like to be betrayed by a friend and how people betray one another, eg gossip, exclusion from an outing, not sharing thoughts.
- View appropriate sections from films such as *Jesus of Nazareth, Luke, The Gospel of Matthew.*
- Form five groups. Each group reads a different text. Present the details of the text in the form of a TV newscast interviewing Peter.
- Review what has been learnt about the relationship between Peter and Jesus by plotting it on a continuum, labelling it with key words to describe the relationship, eg close, hesitant, trusting, annoyed.
- Look at psalms of personal lament and confession eg 3, 18, 22, 27, 31, 39, 42, 51, 57, 71, 120, 139, 142. Working in pairs, students select verses from one psalm which could be used as journal entries for Peter. Display the verses on a board. Select several psalm verses and rewrite them as Peter's prayers.

6 SNAPSHOTS AFTER JESUS' RESURRECTION

Jesus is back	John 21:3–14
Peter is forgiven	John 21:15–19

- Students discuss why Peter dressed himself and jumped out of the boat when he found out that it was Jesus who had spoken to them (John 21:7,8).
- What does Jesus do to show that he has forgiven Peter?
- Students discuss why Christians believe people can approach God with confidence in prayer.

- Imagine and discuss the mood of the disciples after the death of Jesus and their reaction to rumours that Jesus is alive. Imagine what the topic of conversation might be several days after this. Then . . .
- Enact the scene described in John 21 outside. Bring food to share. Students take roles of Jesus, Peter, the other ten disciples, the women followers. Try to keep in role during the entire experience. The teacher acts as the narrator, giving cues for when to speak and act.
- Find pictures, photographs, paintings which depict the mood of the disciples (1) while fishing (2) after they had eaten breakfast with Jesus. How would Peter have felt after his talk with Jesus?
- Find in the prayer box examples of prayers of thanksgiving. Select verses and images from
  Hannah's prayer (1 Samuel 2:1–10),
  Psalms 32, 34, 103,
  Mary's 'magnificat' (Luke 1:46–55)
  to use in journal entries.

GETTING INTO THE TEXT	SUGGESTED ACTIVITIES

7 SNAPSHOTS — PETER'S NEW MINISTRY

Read about incidents which give an insight into the role of prayer in the lives of the early Christians and the church.

A replacement for Judas	Acts 1:15–26
Peter preaches and baptises	Acts 2:1–47
Peter heals a beggar	Acts 3
Peter before the authorities	Acts 4
Peter's power	Acts 5:12–42
Peter raises Dorcas to life	Acts 9:36–43
Peter and Cornelius	Acts 10
Peter speaks to Jewish Christians	Acts 11:1–18
Peter is arrested and released	Acts 12:1–17

- What evidence is there that Peter is the leader of the disciples?
- Compare the Peter shown in the gospels and the Peter presented in Acts. What has brought about the change?
- Has Peter's relationship with Jesus changed? How?
- What is the risen Jesus' relationship to Peter and those who have faith in Jesus? See Romans 8:31–34 Ephesians 2:20–22; Hebrews 4:14–16 Hebrews 7:23–25; Hebrews 12:2,3 Hebrews 13:8.
- What is the significance of Peter healing the beggar in the name of Jesus? (Acts 3:6,16,26; Acts 4:10–12)
- What role does the Holy Spirit have in the lives of the disciples and Christians? How can this help them in their praying? Romans 8:16,17,26,27
- Who can approach God in prayer?

- Examine two or three of the incidents as a class or form several groups to cover all the incidents.
- Locate references to prayer in Acts 1 – 12, taking into account the context of the reference. Write a series of sentences beginning *Prayer is . . .* based on these references: Acts 1:14 Acts 2:42,47 Acts 3:6,9 Acts 4:21,22,24–30 Acts 6:2–4 Acts 9:40 Acts 10:2,4,19,34–36 Acts 11:12 Acts 12:11–16.
- Draw a diagram to illustrate the relationship between Jesus and a person who prays to him. Some students may have enough background knowledge to explore the work of the Trinity in prayer.
- Find hymns and songs of praise in old and contemporary publications. Note how God is addressed and what is praised. Compare the old and new songs and hymns, determining how they have changed in content, form and language.
- Find examples of collects. Explain what requests are made of God and on what basis those requests are made. Identify the generic features of a collect. Then write a collect as a journal entry.
- Write journal entries in the form of letters Peter and Jesus/God write to one another, eg what news does Peter share and what help does he ask for?