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Ballarat Awakenings Unit Outlines  
December 2007

Level: 3  
Title: FOLLOWERS OF JESUS  
Strand: JESUS CHRIST: Jesus of Nazareth, Saviour and Word made flesh  
Suggested Duration: 4-6 weeks

Unit Focus  
In this unit students will be given the opportunity to reflect on Jesus and his call to love others in word and action. The students will be invited to reflect on parables, miracles and stories that identify the many choices Jesus made, and recognise that they have been gifted with the Spirit to enable them to make wise choices for the good of themselves and others. Students will be given the opportunity to engage and encounter Jesus in the context of his time and place.

Level Outcome  
By the end of Level Three students should be able to:

\textit{Explain that Jesus is present in the Church community and sends us the Holy Spirit to enliven and guide us.}

Unit Outcomes  
By the end of this unit students should be able to:

1. \textit{Explain how the Gospels help us to be followers of Jesus}  
2. \textit{Examine how Jesus’ parables invited people to think about the way they were living.}  
3. \textit{Demonstrate an understanding of the time and physical setting in which Jesus lived.}

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>2. Jesus is fully human and divine and shares his Spirit with us.</td>
<td>729, 747, 743</td>
</tr>
<tr>
<td></td>
<td>3. Jesus is the Son of God and shows us the way God wants us to live.</td>
<td>561</td>
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<td></td>
<td>4. Jesus teaches us about healing, forgiveness and reconciliation.</td>
<td>588, 1421</td>
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<tr>
<td>Scripture</td>
<td>2. The Gospels teach us about the life and love of Jesus</td>
<td>515, 125</td>
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<td></td>
<td>3. Jesus taught using parables and stories.</td>
<td>546</td>
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<tr>
<td>Christian Life</td>
<td>1. Jesus challenges us to follow his teachings and example.</td>
<td>519</td>
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<td></td>
<td>3. As followers of Jesus we make loving choices and take responsibility for our actions.</td>
<td>1781, 1954, 794, 806</td>
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Key Understandings for Students  
- God has given each person free will and the power to choose. Our choices affect ourselves and our relationships with others. God calls us to love others in word and action.  
- The values and teaching of Jesus help us to make appropriate choices and decisions so we can be Jesus to others.  
- Jesus reveals for us the way to live our lives through his actions and the many parables he told.  
- The parables are meant to challenge the listener to make responsible decisions in building the Kingdom of God.  
- The Holy Spirit guides and strengthens us in living the life of Jesus.  
- The Church echoes Jesus’ teaching that every person is to be treated with dignity and respect.  
- The miracles reveal Jesus’ understanding of the Reign of God.  
- The Gospels reveal to how and when Jesus lived and where he carried out his ministry.  
- When we live the mission of Jesus we make justice real in our homes, schools and communities, and we reach out to those in need.

Curriculum Links - VELS  
Victorian Essential Learning Standards  
The unit \textit{Followers Of Jesus} can be used to assess a range of VELS. The table below gives
examples of how Level 3 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>“demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.”</td>
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<tr>
<td>Learning</td>
<td></td>
<td></td>
<td>-----------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Working In Teams</td>
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<td></td>
<td>“cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals.”</td>
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<tr>
<td>Civics and Citizenship</td>
<td>Community Engagement</td>
<td></td>
<td>“contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome.”</td>
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<tr>
<td>Inter disciplinary Learning</td>
<td>Information and Communications</td>
<td>ICT for Visual Thinking</td>
<td>“use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.”</td>
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<tr>
<td></td>
<td>Technology</td>
<td></td>
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<tr>
<td>ICT For Creating</td>
<td></td>
<td></td>
<td>“create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.”</td>
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<tr>
<td>Thinking</td>
<td>Reasoning, processing and inquiry</td>
<td></td>
<td>“collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.”</td>
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<tr>
<td>Creativity</td>
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<td></td>
<td>“apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.”</td>
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Reflection, evaluation and meta-cognition

- “identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.”

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<tr>
<th>Curriculum Framework Context</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td></td>
<td>The Life of Jesus</td>
<td>Followers of Jesus</td>
<td>Who is Jesus in Luke’s Gospel?</td>
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Student Context

As students move through this level their understanding of themselves, their community and the wider world expands. They are less self-focused and enjoy working collaboratively.

This unit caters well to Level Three students as it guides them to develop their understanding of themselves, their community, the wider world and their understanding of Jesus and their relationship with him. It enables them to focus on individual and communal actions and reflect on the impact of their behaviours.

Theological Background for Teachers

- God has given us the freedom to make choices and this freedom is at the heart of our Christian moral life. The making of choices involves responsibility. As Christian people there is a need for us to reflect on the choices that we make and how our choices affect our relationship with God and other people. The central call of Christians is to live in harmony with others. The choices we make as members of the Church influence the way in which the world sees the Church living out the message of Jesus.

- The encyclical *Pacem in Terris* of Pope John XXIII, reiterates Jesus’ message to the world. As Church it is our task to bring this message to others...to be Jesus to others. If we are to do this we are called to live and act with justice.

- A parable is a form of story that has a religious or ethical point. Parables are thought-provoking and often challenge the listener to some form of action. The parables Jesus told were used to try and jolt the listeners out of a routine existence and force them to view reality in a new light. It was through parables that Jesus proclaimed God’s Kingdom. The parables instruct and challenge us to build God’s Kingdom. (CEO Diocese of Parramatta. 1991. *Sharing Our Story Curriculum Guidelines K – 12* p. 132)

- Injustice, fear, insecurity, loneliness, violence and sin are what prevent us from living a life that is centred in Christ. The call to live together in harmony, as proclaimed in the Gospels, invites us to an experience of life that can be freeing not only for ourselves but also for others, that enables all to know the touch of God, inviting us all to move towards that destiny that is open to us all.

- Witness is the daily Christian life example every baptised person is called to give. It reveals one’s commitment to the risen Jesus, to the Christian way of life, and to a personal desire to seek the reign of God through one’s lifestyle and choices. We can follow Jesus’ example by: living a gospel-inspired life; works of charity and mercy; morally appropriate actions and attitudes; genuine Christian hopefulness; a lifestyle characterised by prayerfulness, celebration of the sacraments and other acts of worship; genuine Christian humility; participation in the Christian community’s ministries; active participation in social justice projects and causes; and, other means. (Ekstrom, R, 1995. *The new concise Catholic dictionary*. Dublin: Columbia Press. pp. 258-259)

Scripture

Teacher References (NRSV)

**Lk 8:16-18 A Lamp Under A Jar**

“No one after lighting a lamp hides it under a jar, or puts it under a bed, but puts it on a lampstand, so that those who enter may see the light. For nothing is hidden that will not be disclosed, nor is anything secret that will not become known and come to light. Then pay attention to how you listen; for to those who have, more will be given; and from those who do not have, even what they
seem to have will be taken away."

**Jn 15:16-17**
You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name. I am giving you these commands so that you may love one another.

**Student References (NRSV)**

**Jn 15:12 Love One Another**
This is my commandment, that you love one another as I have loved you.

**Jn 14:15 Keep My Commandments**
If you love me, you will keep my commandments.

**Mt 5: 43-45 Love your Enemies**
You have heard that it was said, ‘You shall love your neighbour and hate your enemy.’ But I say to you, Love your enemies and pray for those who persecute you, so that you may be children of your Father in heaven; for he makes his sun rise on the evil and on the good, and sends rain on the righteous and on the unrighteous.

**Lk 14: 7-14 Humility and Hospitality**
When he noticed how the guests chose the places of honour, he told them a parable. “When you are invited by someone to a wedding banquet, do not sit down at the place of honour, in case someone more distinguished than you has been invited by your host; and the host who invited both of you may come and say to you, ‘Give this person your place,’ and then in disgrace you would start to take the lowest place. But when you are invited, go and sit down at the lowest place, so that when your host comes, he may say to you, ‘Friend, move up higher;’ then you will be honoured in the presence of all who sit at the table with you. For all who exalt themselves will be humbled, and those who humble themselves will be exalted.” He said also to the one who had invited him, “When you give a luncheon or a dinner, do not invite your friends or your brothers or your relatives or rich neighbours, in case they may invite you in return, and you would be repaid. But when you give a banquet, invite the poor, the crippled, the lame, and the blind. And you will be blessed, because they cannot repay you, for you will be repaid at the resurrection of the righteous.”

**Lk 15: 8-10 The Parable of the Lost Coin**
“Or what woman having ten silver coins, if she loses one of them, does not light a lamp, sweep the house, and search carefully until she finds it? When she has found it, she calls together her friends and neighbours, saying, ‘Rejoice with me, for I have found the coin that I had lost.’ Just so, I tell you, there is joy in the presence of the angels of God over one sinner who repents.”

**Lk 10: 29-37 The Good Samaritan**
But wanting to justify himself, he asked Jesus, “And who is my neighbour?” Jesus replied, “A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, ‘Take care of him; and when I come back, I will repay you whatever more you spend.’ Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?” He said, “The one who showed him mercy.” Jesus said to him, “Go and do likewise.”

**Suggested Assessment Tasks**

**Assessment tasks for this unit may include:**

**Outcome 1 Explain how the Gospels help us to be followers of Jesus**
- Identify some key messages that Jesus gave us in the Gospels i.e. Love one another, feed my sheep. Take one
message from the Gospels, reference it and create or contribute to a class Billboard. (Into the Deep p. 135)

**Outcome 2**  Examine how Jesus’ parables invited people to think about the way they were living.
- Students reflect on the parable of the Lost Coin or the Good Samaritan studied in this unit. Create a digital story/film strip with images and text demonstrating an understanding of the parable.

**Outcome 3**  Demonstrate an understanding of the time and physical setting in which Jesus lived.
- Students construct a diorama or a 3D representation of buildings such as a synagogue and homes in the time of Jesus, (Ryan M, Expressions Book 3 p 6), and present their understandings orally to the class.

N.B the following Outcomes 2, & 3 lend themselves to reporting in the dimension of Knowledge and Understanding.

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**Suggested Teaching & Learning Experiences**

**Focusing Activity:**

What sporting team or athlete do you follow? What made you choose this team/athlete? Why do you continue to support this particular team/athlete? How do you show that you continue to follow your chosen team/athlete?

- Create a KWL chart (refer to icon in Planning Tool) of what the students already know about Jesus - do this in groups of two or four. Do a class Compare/Contrast chart.

- Think/pair share their own understandings about what it means to be a follower of Jesus.

- Use echo-mimes and liquid pictures to dramatically represent the Parable of the Lost Coin. Refer to the Just Imagine 2 by Rina Wintour “One Lost Coin” p.55

- Choose one of the suggested Parables from the Unit Outlines e.g. The Good Samaritan and complete the graphic organiser found on page 12 of Expressions Book 4

- Plan a class liturgy of the Word celebrating that we are called to be followers of Jesus.

- Investigate and name people who have lived their lives following Jesus in a more public arena. This could be developed as an “Individual Inquiry opportunity”.

- Make a class big book or flip book on what it means to be a follower of Jesus. Eg From a selection of Gospel stories, students identify the values needed to be a follower of Jesus. Eg In the story of …..Jesus teaches us the value of ….

- Mt 5:43-45 To PREPARE TO HEAR the Word - Hate is to disassociate from, Love is a deliberate choice for. What things do you associate love/hate with? Understanding of God’s Love, God’s love is for everyone

- Mt 5:43-45 To ENCOUNTER the Word after reading the text from the Bible, students use Dan White’s Scriptural Think Pad

- Mt 5:43-45 To RESPOND to the Word – complete and illustrate the following, When I find it difficult to love I can choose to……. (students write a positive and negative action)

- Create your own super sports team/athlete. Describe your team/athlete then create a list of at least 5 criteria of how an individual might be a true follower.

- Students research websites and other reference materials which depict the time and physical setting in which Jesus lived. Record their findings.

- Students are exposed to a variety of parables through Big Books, Bibles, DVD’s, websites and story books. Students then reflect and retell the parables through words, pictures or drama. Students are asked to explain the message of the parable.

- Students examine the life and times of when Jesus lived. This can be through DVD’s, picture story books and Children’s bibles. Students discuss clothing, buildings, utensils and jobs associated with this time.

- Students discuss with their family phrases that they regularly use to teach good values, for example “Treat others as you would like to be treated”. Students share their findings in the classroom. They add their phrases to a graffiti wall.
• Read the story and watch the DVD of "The Selfish Giant". Students complete a book response activity that shows an understanding of the message within the story.

• Discuss the difference between an apostle and a disciple. How were the apostles chosen? Identify and name each of the apostles.

• Luke 10: 25-37 PREPARE TO HEAR the Word - Locate on a map Jerusalem and Jericho and show where the Priest, Levite and Samaritan went. Look at the conflicts between each culture.

• Luke 10:25-37 To ENCOUNTER the Word after reading the text from the Bible, use Godly Play to retell the story.

• Luke 10:25-37 To RESPOND to the Word - Children in small groups are to act out the gospel reading.

Resources
For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: http://www.ceoballarat.catholic.edu.au and follow links to Resource Centre.