

YEAR LEVEL	3 & 4
TITLE	Followers of Jesus
STRAND	TRINITY
SUGGESTED DURATION	4-6 weeks
ENDURING QUESTIONS	<p>Who is Jesus Christ?</p> <p>Where do I find Jesus in my life?</p>



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 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.

Achievement Standards

By the end of Year 4, students should be able to:

Students explain that Jesus is present in the Church community and sends us the Holy Spirit to enliven and guide us. Identify the Church as a community that celebrates the life and work of Jesus

Unit Outcomes

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

1. Examine how Jesus invited people to think about the way they were living.
2. Explain how we can be followers of Jesus .

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 us 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.

Student Context

As students move through this level their understanding of themselves, their community and the wider world expands. They are less self-focussed 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. (*Melbourne Guidelines for Religious Education of Students in the Archdiocese of Melbourne Middle Primary* p. 6)
- 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. (*Melbourne Guidelines for Religious Education of Students in the Archdiocese of Melbourne Middle Primary* p. 22)
- 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

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.

Mark 10: 46- 52: Healing Bartimus

They came to Jericho. As he and his disciples and a large crowd were leaving Jericho, Bartimaeus son of Timaeus, a blind beggar, was sitting by the roadside. When he heard that it was Jesus of Nazareth, he began to shout out and say, “Jesus, Son of David, have mercy on me!” Many sternly ordered him to be quiet, but he cried out even more loudly, “Son of David, have mercy on me!” Jesus stood still and said, “Call him here.” And they called the blind man, saying to him, “Take heart; get up, he is calling you.” So throwing off his cloak, he sprang up and came to Jesus. Then Jesus said to him, “What do you want me to do for you?” The blind man said to him, “My teacher,^[a] let me see again.” Jesus said to him, “Go; your faith has made you well.” Immediately he regained his sight and followed him on the way.

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.”

Major Assessment Task

Gospel Story Board

Identify some of the key messages Jesus gave his followers in the Gospels. Eg, love one another, share your gifts, reach out to others, welcome others. List the gospel reference and create a storyboard with the main elements of the text. When complete, ensure the last section of your storyboard explains what Jesus was teaching and how this message can be applied today? To whom may this message be applied to.

- Your task is to make a storyboard telling either a Gospel story that Jesus told.
- You may make your storyboard using: a Powerpoint Presentation, Kahootz, drawing, painting or collage.
- You must clearly title the story board with the title of the story.
- Your storyboard must clearly tell the story and contain at least five separate pictures.
- They should have captions and/word bubbles or narrations to help tell the story.
- Your last slide/picture should explain what Jesus was teaching through your chosen story and what message it has for us today.

Suggested Teaching & Learning Experiences

Focusing Activity: In small groups students write down what they know about Jesus, and what they want to know about Jesus, use each small group's reflections and questions to create a wonder wall and a wordle of Jesus. Explore the idea of a follower. What is a follower? Do you follow anything? What and how? Do you know any followers of Jesus? What do they do?

- Use the Gospel story interpretations in *"I Remember Jesus"* for children to read in small groups. The teacher could preface each story with the information provided at the beginning of each chapter. [library link](#)
- Jesus taught his followers using actions and stories. Share with students the scripture **Mark 10: 46- 52: Healing Bartimus**. To support students to become familiar with this text, students draw the main elements of this text as a comic, recording the main elements and who spoke.
- Explore this scripture using the scaffold Scripture Probe (Into the Deep, Dan White, pg. 60) Use of this link will support understanding of this text. <http://johnmckinnon.org/index.php/mark10v46-52>
- Using the Scriptural Probe as support students build up a list of words and feelings that Bartimus before, during and after meeting Jesus. What is this scripture saying about how Jesus wants his followers to do? Each student writes their response or thought down on a card to begin a display.
- Read **Lk 14: 7-14 - Humility and Hospitality**, this is a parable. Jesus told parables to share a message or help his followers understand what he meant. As a class, discuss words that students don't understand or any questions they have. What do they think this message is? Students create a billboard advertising the message of the scripture. A billboard has words and images within it.
- Students reflect on the line from the text "But when you give a banquet, invite the poor, the crippled, the lame, and the blind." Who are these people in society today? How can the community work to support these people?

Students create an art piece in response they may use digital technology. The response may have words and images, students should be encouraged to think about the use of colour within their response.

- Read **Jn 15:16-17**. Support students to engage in this scripture by collecting their questions and wonderings. Analysis of this scripture by asking students to respond using a scriptural think pad (Dan White Into the Deep, p82) Use of this link may support understanding of this text. <http://johnmckinnon.org/index.php/john15v1-17> After completing the scriptural think pad students share in small groups their responses. After their peers' response students write a headline or 6 word summary of this text.
- Using the scripture explored in the unit and prior knowledge of students Identify some key messages that Jesus gave in the Gospels i.e. Love one another, feed my sheep. Take one message from the Gospels, reference it and create an advertisement for this message.
- Name and display actions associated with being a follower of Jesus e.g. Respect, consideration, etc. Connect these actions with something that can be done in students' experiences of community whether at home or at school or in the community.

Prayer Ritual

Students gather around the class prayer focus in a circle. With them students bring their badges/certificates made in the unit

Begin with the sign of the cross.

Leader: Lord, we understand that at times it is difficult to be a true follower of Jesus. We pray that you help us to be more (list some of the values associated with being a follower of Jesus as identified throughout the unit by the students.)

Select a song to play (eg Michael Mangan - [Hearts on Fire](#))

Ask some students to take turns in reading the big book/flip book created throughout the unit.

Leader: Read **Lk 8:16-18 - A Lamp Under A Jar**.

Conclude with the class prayer that was created.