

JESUS SAID

LEARNING OUTCOMES

By completing this badge members will:

- be able to explain what a parable is and explore at least one parable;
- explore the relevance of some of Jesus' teaching;
- memorise a selected text from Jesus' teaching;
- be able to explain the meaning of the Great Commandment and consider its application to their life.



BADGE REQUIREMENTS

1. Memorise selected verses from Luke's Gospel.
2. Know what a parable is and explore at least one of Jesus' parables.
3. Choose one of the following passages to write a rule that would make the world a better place:
Matthew 7:1 - 5
Luke 6:27 - 36
Luke 12:22 - 31
4. Explore the relevance of Jesus' teaching on an ethical issue to contemporary Australia.
5. Explain the meaning of the Great Commandment and apply it to your life.

Due to the nature of the contents
of this badge there are no devotions
provided.





Teaching ideas



1. Memorise selected verses from Luke's Gospel.

11-13s

Luke 6:27 - 30

14+

Luke 6:27 - 36

There are many methods to help people memorise Scripture verse. Most of them include removing words, phrases or sections of the verse/s and repeating all of the verses.

The key to long-term memorisation is review and so having taught the verses, ask members to repeat it every week for the duration of the badge.



2. Know what a parable is and explore at least one of Jesus' parables.

This requirement is more than simply knowing a parable but helping members begin to understand what parables are about and what their purpose was.

Members choose a parable to explore as they wish, e.g. rewrite it as a poem, give it a modern setting, write a script for a small group to dramatise, depict the parable in some art form (e.g. sculpture, paint). Members should also seek to understand what their particular parable is about – what is its message?

Parables are not unique to Jesus – they were teaching methods used by many Jewish teachers. However Jesus transformed the use of parables by focusing the parables He used on the Kingdom of God. For Jesus parables were stories that were familiar and common to Jewish life, e.g. a man sowing seeds, shepherding, lost valuables, family relationships. Jesus gave them a heavenly meaning because each of Jesus' parables tells something about God's Kingdom, e.g. God's forgiveness (the Prodigal Son, Lost Sheep, Pharisee and publican), God's compassion and acceptance of all people (Good Samaritan), being ready for Heaven (Ten virgins, Great supper).

Some parables include:

- The wise and foolish builders (Matthew 7:24 - 27; Luke 6:47 - 49)
- The sower (Matthew 13:3 - 9, 18 - 23; Mark 4:1 - 9, 14 - 20; Luke 8:5 - 8, 11 - 15)
- The hidden treasure (Matthew 13:44)
- The pearl of great price (Matthew 13:45, 46)
- The unmerciful servant (Matthew 18:23 - 35)
- The Good Samaritan (Luke 10:30 - 37)
- The great supper (Luke 14:15 - 24)
- The lost sheep (Luke 15:3 - 7; Matthew 18:12 - 14)
- The prodigal son and his older brother (Luke 15:11 - 32)
- The Pharisee and the publican (Luke 18:9 - 14)
- Ten virgins (Matthew 25:1 - 13)
- The talents (Matthew 25:14 - 30)
- The lost coin (Luke 15:8 - 10)

NB This is not a full list of all the parables Jesus told.

Teaching ideas



3. Choose one of the following passages to write a rule that would make the world a better place:

- Matthew 7:1 - 5 (Judging others)
- Luke 6:27 - 36 (Love for enemies)
- Luke 12:22 - 26 (Don't worry)

Members need to choose one of the three passages to read (from a modern translation, e.g. CEV, NIV), write a rule and consider how their rule could impact the world if it was implemented. The rule/s could be displayed and used for open discussion.



4. Explore the relevance of Jesus' teaching on an ethical issue to contemporary Australia.

Engage members in a debate about a topic or topics chosen from the Sermon on the Mount (Matthew 5 - 7). Members work in small groups of three or four to discuss opposing sides of a statement, preparing arguments to support or refute the statement and then present their argument. The structure of a debate usually follows this outline:

Speaker 1 for the affirmative – introduces the topic and explains the overall argument of the team.

Speaker 1 for the opposition – explains why the statement is incorrect.

Speaker 2 for the affirmative – offers a few points in favour of the statement.

Speaker 2 for the opposition – argues against the points made by Speaker 2 for the affirmative and gives reasons why the statement is incorrect.

Speaker 3 for the affirmative – disputes all points made by the opposition and wraps up the affirmative's position.

Speaker 3 for the opposition – disputes all points made by the affirmative and wraps up the opposition's argument.

Each speaker is timed, i.e. three or five minutes with a warning one minute before their time is up.

Some suggested statements to debate and Scripture references are listed below:

- It's OK to look but not touch (Matthew 5:27 - 30).
- An eye for an eye is always justified (Matthew 5:38 - 42).
- Money can buy happiness (Matthew 6:19 - 24).
- Criticising successful people is an acceptable Australian pastime (Matthew 7:1 - 5).





Teaching ideas

Game

The components of this game can be found on **Leader's Resource 1, 2 and 3.**

Leader's Resource 1 – Use the game to raise and discuss ethical issues. Follow the instructions to set up the game.

Leader's Resource 2 – Photocopy and cut into cards.

Leader's Resource 3 – Photocopy as many as required to create your own playing area.

To play the game you will need a dice. A cube-shaped box could be decorated as a dice.



5. Explain the meaning of the Great Commandment and apply it to your life.

Members find and read Matthew 22:36 - 39 from a modern translation (e.g. CEV, NIV) and discuss its application.

Members may like to create a poster of images depicting the verses or write the commandment in their own words.

Leader's Resource 1

Game for **Badge requirement 4**.

This game is intended to be played as a wide game, rather than sitting around a table. The players themselves are the playing pieces.

The aim of the game is simply to raise ethical situations for members to think about and/or discuss. The vital components of the game are the discussion cards where players must speak for 30 seconds about the topic on the card. They need to raise at least one point – either for or against the statement on the card. Their goal is to convince the other players of their argument or point of view.

The other important component is a de-briefing discussion at the conclusion of the game. Some questions are provided to assist you however be sure that players are able to freely express any feelings of victimisation, isolation or rejection. Though the game is meant to be fun the points raised may cause conflict amongst members. The de-briefing discussion should allow members to discuss and question the points of view raised – not to belittle but to explore other points of view. As the leader you need to bring in Jesus' perspective, which can largely be found in Matthew chapters 5 – 7.

You will need:

- A dice – preferably large.
- **Leader's Resource 2** photocopied onto card stock and cut into cards. Leaders may create and add other statements to the cards.
- **Leader's Resource 3** copied as many times as required and laid out as a playing board according to personal design.

Use the following plan as a guide to create your own playing area:



Repeat or vary this pattern as much as you like and according to the amount of time you have. Make the game longer or shorter by adding or reducing the number of squares. Make the game continuous by removing the 'Finish' square, but remember to leave time for the de-briefing.

Leader's Resource 1 (cont'd)

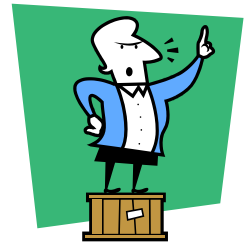
Playing Cards

Cut up **Leader's Resource 2** and shuffle the cards. There are two types of cards – *You be the judge* or *Soapbox* cards.



You be the judge cards are an example of right or wrong behaviour. A player who receives one of these cards simply reads the card aloud. The other players decide the consequences, e.g. move backwards or forwards, perform an action (run around the room, repeat the Pledge), have an additional turn, receive a treat. Leaders may choose to hold a brief discussion about why the action or attitude deserves a reward or punishment. This could be done now or during the de-briefing discussion.

Soapbox cards require players to speak about the topic on the card for a minimum of 30 seconds and no longer than 60 seconds. Players may speak for or against the statement and are not required to actually believe their own statement, that is, they may choose to say something controversial. The other players decide if the player has made a convincing argument and determine the positive or negative consequence.












Playing the Game

Each player rolls the dice and moves along the playing board according to the number shown on the dice. When the player lands on a 'Take a card' square she/he must take the top card and read it, or speak in the case of 'Soap box'. (A leader should be assigned to move amongst players distributing the cards.) All other players decide the consequences, either negative or positive. Players that land on 'Safe' cards are not required to read any card or complete any action.

Play the game for either as long as members' interest holds, for the allotted time, until all of the playing cards are used or until the first player reaches the end.

Following the game ask members to discuss some of the arguments raised by players from the Discussion cards. Also ask members to consider the motivation for the consequences offered: did they move other players on the basis of their argument, according to their position on the board (i.e. because they were leading), personal friendships, or other reasons?










Leader's Resource 2

 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You intentionally trip a player on the opposing sports team.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You see a friend steal from a store and don't report it.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>Having copied answers from the person next to you during a test you get a very good grade and you don't feel bad about it.</p>
 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>A classmate reports you to a teacher for being in an out-of-bounds area. You decide to get even.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>A friend tells you something very personal about his/her life and asks you to keep it to yourself. The next time you're speaking with your best friend you tell him/her what your other friend told you in confidence.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You start a vicious rumour about someone in your class whom you don't like simply because you don't like him/her.</p>
 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>There is a fight in the school grounds between a student of your size and a smaller student, but you don't do anything to stop it.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>Finding a music CD you've wanted on a sales table outside a music store you decide to take it without paying.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>During an argument with your parent/carer you swear and use other abusive language.</p>










Leader's Recourse 2 (contd.)

 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You constantly torment your younger brother/sister until he/she cries.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You gave money to a homeless person begging on the street.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>A classmate needed help with some homework and you offered to help even though he/she is always mean to you.</p>
 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>Having had a fight with your brother/sister you realise that you were wrong and apologise to him/her.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You treat everyone with respect.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You assist an elderly person with their shopping.</p>
 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>Some friends are joking about someone in the group to the point where his/her feelings are being hurt. You stand up to the group to stop the talk.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You are trusted to keep your promise.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>A student made a presentation to your year at school. You told them what a good job they did.</p>

Leader's Recourse 2 (contd)

 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>Someone offers you a pirate DVD they have copied but you graciously refuse it because it is illegal.</p>	 <p><i>Read this statement aloud and comply with the ruling of the group.</i></p> <p>You rarely speak badly of other people.</p>	
 <p><i>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</i></p> <p>It's OK to look but not touch.</p>	 <p><i>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</i></p> <p>An eye for an eye is always justified.</p>	 <p><i>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</i></p> <p>Money can buy happiness.</p>
 <p><i>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</i></p> <p>Criticising successful people is an acceptable Australian pastime.</p>	 <p><i>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</i></p> <p>Always defend your friends.</p>	 <p><i>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be controversial as you like.</i></p> <p>Marriage is easy.</p>

Leader's Resource 2 (contd)

 <p>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</p> <p>It's always wrong to get angry.</p>	 <p>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</p> <p>Promises are made to be broken.</p>	 <p>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be as controversial as you like.</p> <p>Beggars receive government assistance and don't need my money.</p>
 <p>Speak on the following statement for between 30 - 60 seconds. You can speak in favour or against the topic; you can be controversial as you like.</p> <p>You can talk about your friends behind their back as long as they don't find out.</p>		
		

Leader's Resource 3



TAKE A CARD

