

CAREER COUNSELLING



PRACTICAL APPROACH

Lesson Plan Disciples

Level, age of students:	14 – 16
Subject:	Religious Education
Aims:	By learning about discipleship, students to understand that regardless their money-earning activity, they can belong to a community which is constant if there is a common goal that unites them.
Suggested # of students per group:	10-15
Time of the main activity:	20 minutes
Material:	board, marker, laptop, screen, Bible
Competences:	Language competence, digital competence, personal and social competence
Preparatory actions if any:	To refer back to the previous lesson where we had studied/discussed the feeling of „being ont he right place in our lives” as we may observe in the concepts of different religions.
Expected results:	Students to not only learn the names and backgrounds of the disciples of Jesus, but to realize how different background and jobs they come from, yet they had formed a community.
Expected difficulties:	Not to let students lose in the details of data/names but have them focus on the complexity of the issue during class.
Follow up (if any):	-



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IDŐ	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
3'	<p>I. PREPARATORY ACTION</p> <p>Objective: By counting on existing knowledge from previous years, to recall information on the disciples of Jesus</p> <p>1) To collect the names of the disciples</p> <p>⇒ T: Lists first/given names (not only male names)</p> <p>⇒ SS: They have to stay STOP if they hear a name who could have been the disciple of Jesus.</p> <p>⇒ T: Writes on board the names that have been STOPPED: circles the correct ones and crosses out the invalid ones. Make sure to have the names: Peter, Andrew, John, Judas, Matthew and Simon (the zealot)</p>	<p>Frontal work</p> <p>(board/marker)</p>
3'	<p>II. MAIN ACTIVITY</p> <p>1) To complete list</p> <p>⇒ T: Read from Scripture Mk 3:13-19, and write the names of the disciples into your exercise books as a list. One name, one line, so extra information could be written next to the names.</p>	<p>Use of Bible / individual work</p>
5'	<p>2) To focus on differences</p> <p>T: Gives information on each disciple, emphasizes FOUR different backgrounds, and divides SS into small groups according to the following:</p> <ul style="list-style-type: none"> - fisherman - scribe (smart, knower of languages) - tax collector - fighter (Zealot/Cannanite) <p>SS: Based on their existing knowledge, they try to imagine the basis of these jobs: where from/with what type of knowledge/experience the disciples had come to Jesus.</p> <p>TASK: Write an imaginary dialogue on the meeting of Jesus and the</p>	<p>Frontal work</p> <p>Small groups (based on # of SS: 4 groups)</p>



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	particular disciple. The dialogue must include the previous life/job and the new opportunities awaiting.	
3x2=6'	<p>3) To present dialogue/job</p> <ul style="list-style-type: none"> ⇒ fisherman – simple people, they had caught fish for family and market ⇒ scribe – a man who had studied a lot, and knows many languages ⇒ tax collector – collaborating with the Romans, cheating on his clients, rich, but hated by everybody ⇒ fighter – willing to take up a sword against the occupying Roman regime 	Small groups
3+3=6'	<p>III. INTEGRATION</p> <ul style="list-style-type: none"> ⇒ T: Look HOW/IN WHAT WAY (vs. 14-15) Jesus presents his task to the disciples – what is the keyword??? ⇒ SS: (after several possible versions): BEING CHOSEN ⇒ T: What are the three things that come with being chosen? ⇒ D: to be with him/ preach the gospel / cast out demons ⇒ T: Does any of these come with a condition? ⇒ D: Yes, the last one: they must do it with the power given by Jesus! <p>⇒ T: Regardless the differences, focus on the fact that for Jesus DOES NOT MATTER which background/job/financial state/family status you come from – everybody can become his disciple</p> <p>⇒ Main idea: BEING CHOSEN</p> <p>⇒ To solve PUZZLE: try to identify some of the disciples, and try to place ourselves in the picture?</p>	<p>Use of Bible / individual work</p> <p>https://www.jigsawplanet.com/?rc=play&pid=0f35bac9104f</p>

