

**MODEL UNIT
BAND B
LEVEL 2**

CHURCH COMMUNITIES CARE

LIFE CONCEPT: GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH

YEAR:SUGGESTED DURATION: 5 weeks (135 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① 2 ③

UNIT-SPECIFIC GOALS (highlighted)

1. THE CHRISTIAN CHURCH IS THE COMMUNITY OF BELIEVERS CREATED BY THE HOLY SPIRIT

1a investigate the Christian church as a community of believers

1b identify the structures and roles within a local church community

1c examine the benefits of belonging to a local Christian church

2. GOD HAS GATHERED HIS PEOPLE TOGETHER THROUGHOUT HISTORY

2a become familiar with the life and work of Martin Luther

2b explore the impact Luther's work had on the Christian church

3. LUTHERANS IN AUSTRALIA WORK TOGETHER IN MINISTRY AND MISSION

3a identify ways Lutherans in Australia carry out their mission and ministry

3b investigate the work of an organisation of the Lutheran church in Australia

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Illustrate and list features of the early Christian church. (1a,1c)

Identify organisations of the Lutheran Church of Australia. (3a)

Record information about the work and motivation of an organisation of the Lutheran Church of Australia. (3a,3b,2b,1a)

Record ways the school community can care for people. (3a,3b)

ASSESSMENT STRATEGIES

⇒ work sample

⇒ work sample

⇒ work sample

⇒ work sample

UNIT SUMMARY

Students identify what was unique about the early church communities and their activities. They identify organisations of the LCA and activities which take place in Lutheran communities. Students research the activities of an LCA organisation involved in caring and ways they can support the organisation.

UNIT NOTES

The class creates a display in three panels which illustrates

- *The early Christian church community*
- *The Lutheran church community*
- *Our school community*

When students research information about a particular organisation of the Lutheran Church of Australia (LCA), it would be advisable to send one letter to an individual organisation rather than thirty letters which all require responses. The Internet can also provide valuable information to the students about the various departments of the LCA. Check the LCA home page <http://www.lca.org.au/>

INTRODUCTION

1. BELONGING TO A COMMUNITY

Discuss the meaning of the word community and list the students' ideas. Consider ways of developing the students' understanding of community, such as reading stories to them which focus on neighbourhood communities (see Recommended Resources Menu), or identify issues reported in 'community' newspapers.

Give students a dictionary definition of 'community' which focuses on people coming together who have something in common, eg *a group of people with common interests living together within a larger society*. Students complete TRS B2/1, identifying the common interests and activities which bring people together in different communities.

DEVELOPMENT

2. THE EARLY CHURCH COMMUNITY OF BELIEVERS

After Jesus went back to heaven, the first Christians lived in a community.

Using an illustrated Bible, briefly review the events of Pentecost with the students. Tell the students that the Bible describes how the Holy Spirit who was present at Pentecost continued to work in the first Christian communities.

Students read:

Acts 2: 38–47	Acts 4:32–35
Acts 11:27–30	Acts 13:1–3
Colossians 3:12–17	Philemon
Matthew 28:18–20.	

They record important words which describe what the people had in common and what happened in the Christian community, eg all

believed in Jesus, shared their faith, supported and cared for each other, shared the breaking of bread (the Lord's supper), all were baptised.

Students complete the first panel of the display: *The early Christian church community*. Include pictures and pieces of writing which describe an imaginary visit to the community. Add key words and phrases from the Bible passages.

Assist the students to see that the first Christians were a part of a very caring and helping community. They gathered around God's word and shared the message about God's love through Jesus with others in a very practical way.

3. ORGANISATIONS OF THE LCA (GENERAL)

Tell the students that their school is a part of a large community called the Lutheran church. Students brainstorm what they know about:

- who the Lutheran church is named after and why it began
- the Lutheran church in their community
- organisations of the Lutheran church.

TRS B2/2 gives the teacher a brief introduction to the Lutheran church. Resources about Martin Luther and the history of the Lutheran church, such as *Martin Luther, Hero of the Reformation* and *The Story of Lutherans in Australia* could also be useful.

Students identify and list some of the organisations within the LCA. Use resources such as:

- listings under *Lutheran* in the telephone book of a capital city
- the LCA home page on the Internet
- the yearbook of the LCA
- TRS B2/5 on an overhead transparency
- the video *Hand in Hand*.

Working in groups, students choose a specific Lutheran organisation to investigate. Fax, e-mail or write letters to these organisations to obtain information about:

- the work they do
- the purpose of and motivation for their work
- people working in the organisation.

This need not be an in-depth study. Be aware that organisations may take a week or two to respond.

Students complete the second panel of the display: *The Lutheran church community*. Describe how the Lutheran church began,

activities which take place in the Lutheran church, (eg teaching, preaching, helping) and those things which all the organisations of the LCA have in common (sharing the gospel) and include them in the display. Students use TRS B2/3 as a resource which gives information about the Lutheran church and what it does. Include the organisations within the LCA which students have researched.

Each student presents a brief oral report on the Lutheran organisation they have investigated.

4. COMMUNITY CARE ORGANISATIONS OF THE LCA

One of the important roles of the Lutheran church (see TRS B2/3) is caring and sharing. This was also a feature of the early church. Students discuss and record reasons they think that caring is an important activity of the church. Students share responses and record on a class 'Why Christians care' list.

Students read the following Bible passages and identify the motivation these passages give Christians to care for others:

John 3:16 John 15:12
1 John 4:19 Romans 5:8.

Add information to the class list.

To enable students to investigate and become involved with a caring activity of the LCA, the teacher or students choose a local Lutheran community care centre. Alternatively, investigate the caring work of the Lutheran church/es affiliated with your school.

To help students develop further insight into an organisation or agency's work and their motivation for caring, arrange a visit and/or guest speaker. See TRS B2/4. This speaker may also be able to share with the students stories about people who have been helped by the organisation. The mission statement of the organisation could give further assistance.

Identify similarities and differences between the work of this organisation and the work of the early church.

Choose one of the following options to illustrate the work of this organisation.

- Summarise the work of this organisation in a newsletter which can be sent to parents.
- Prepare an oral report to present to a school assembly.
- Make a pamphlet about the organisation's work.
- Include information about the organisation on the second panel of the display.

RESPONSE

5. OUR SCHOOL: PART OF THE CARING WORK OF THE LCA

Students work in pairs to record ways that they could be involved in the caring work of the organisation they have been investigating (apart from donating money), eg:

- visiting people on a regular basis
- raising funds by making books, food, toys etc for a school stall
- publicising the work of the organisation and the help that they need
- helping with gardening or cleaning
- preparing a devotion to share

Make a class list of possible ways of being involved. Discuss these suggestions and as a group (after consultation with the organisation) decide on a class project.

Students complete the third panel of the display which illustrates their school community and the way it cares. The display could include examples of

- ways they suggested which could support the work of a church organisation involved in care;
- ways the school already supports the caring work of the church, eg collections supporting the work of Lutheran World Service (LWS);
- ways people in the school community support and care for each other.

Consider including Bible passages on the display, such as 2 Corinthians 9:12 or those from the previous section which identify the Christian motivation for caring.

The students could set up a class committee which helps to organise support for the project. While the students are involved in the project, they could

- prepare regular newsletters to send to their families about their involvement in this project;
- keep a diary of their feelings about the project, their motivation for involvement, things they are learning, the things they enjoy or find difficult;
- prepare a visual display for the entrance of the school which illustrates the project they are involved with. Change the display regularly;
- pray for the project and the people being helped through the project.

YOU WILL NEED

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|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> photocopies of TRS B2/1, B2/3, B2/4 for students<input type="checkbox"/> Bibles<input type="checkbox"/> books with a community theme (see Recommended Resources Menu)<input type="checkbox"/> art materials to create a three-panel display | <ul style="list-style-type: none"><input type="checkbox"/> telephone directory, yearbook of the Lutheran Church of Australia, overhead transparency of TRS B2/5<input type="checkbox"/> to organise a visit to, a speaker from, or information about an agency of the LCA which is involved in caring<input type="checkbox"/> resources about Martin Luther and the history of the Lutheran church |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. *Everyday Texts:* Consider the needs of an audience when speaking or writing. Develop discussion and problem-solving skills. Plan, prepare and present short talks. Develop strategies for gathering, recording and reporting data. Report findings, present a written or spoken report.

SOCIETY AND ENVIRONMENT: *Investigate:* Gather, organise and interpret information, draw conclusions. Identify, analyse and clarify values. *Communicate:* Appropriate ways of presentation. *Participate:* Negotiate and agree on roles, contribute to decision-making, cooperation skills. *Culture:* Identify groups in the community, their function, roles and responsibilities. *Social Systems:* How social systems meet people's needs.

HEALTH: *Interaction, Relationships and Groups:* Investigate responsibilities. Consumer and community: community resources. Health of populations: community health services.

from the National Statements and Profiles

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' knowledge about the organisations of the Lutheran Church of Australia?

How did I respond to the range of students' attitudes towards supporting the work of an organisation of the church involved in caring?

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?



COMMUNITIES



Record or illustrate the common interests which bring people together into these communities.

**neighbourhood
community**



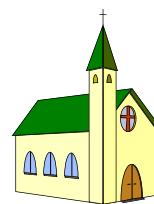
**school
community**



**ethnic or cultural
community**



**church
community**



INTRODUCING THE LUTHERAN CHURCH

INFORMATION FOR TEACHERS

- The Lutheran church is one of the major Christian churches. It is the largest Protestant church in the world. There are more than sixty million Lutherans in the world.

Lutherans number as follows:

Africa	9 067 734
Asia (including Australia & Pacific Islands).....	4 963 841
Europe.....	37 230 454
Latin America	1 397 815
North America	8 579 580
TOTAL.....	61 239 424

Countries with more than one half million Lutherans include: Brazil, Denmark, Ethiopia, Finland, Germany, India, Indonesia, Madagascar, Namibia, Nigeria, Norway, Papua New Guinea, South Africa, Sweden, Tanzania, USA

In Australia and New Zealand almost 255,000 people call themselves Lutherans.

- The Lutheran church is the oldest Protestant church. It dates back to the Reformation in the sixteenth century, when Martin Luther challenged some of the teachings and practices of the church of his day. Luther insisted that the Bible is the authority that decides what the church should teach and do.

The name 'Lutheran' was given to people who believed that Martin Luther was right in his interpretation of the Bible.

- The Lutheran church has been in Australia and New Zealand for 150 years. In the 1830's small groups of Lutherans emigrated in search of religious freedom. They settled mainly in rural areas in various parts of the country. Today the Lutheran church is made up of people from rural and urban areas and from many different cultural backgrounds.

Based on the brochure *Introducing the Lutheran Church* published by and available from Openbook Publishers

Statistics from Lutheran World Federation, 1997

TRS 2/3 and 2/4 are information sheets for students.

See *The Story of Lutherans in Australia* for further information about the LCA.

THE LUTHERAN CHURCH IN ACTION

Worship

The Bible and the sacrament of holy communion are very important in Lutheran church services. Lutherans worship using a variety of styles.

Teaching

There are Lutheran

- kindergartens
- pre-schools
- primary schools and
- secondary schools

throughout Australia, with over 20,000 students.

Luther Seminary in Adelaide provides education for pastors, teachers, parish workers, and other church members.

Local churches provide

- Sunday schools
- confirmation courses, and
- adult Bible study groups.

Caring and Sharing

The church cares for the needs of the community.

This includes:

- childcare centres
- family shelters and support agencies
 - singles ministry
 - youth ministry
- retirement villages, and
- overseas aid programs.

Outreach

The church reaches out to the community through its

- congregations and schools
 - radio and television programs
 - publishing and selling of Christian literature by Openbook Publishers.
- Lutheran missionaries have served among Australian Aborigines and in Papua New Guinea for over 100 years.

The Lutheran church supports the work of churches in Southeast Asia.

Based on the brochure *Introducing the Lutheran Church* published by and available from Openbook Publishers



A CARING ORGANISATION OF THE LUTHERAN CHURCH

**Lutheran Church
of Australia**

1. Name of organisation _____

2. What is the purpose of the organisation? _____

3. Describe the work of the organisation. _____

4. Describe the work of the person you interviewed. _____

5. Why is the person involved in this work? _____

6. Record a Bible verse which is important to the person you interviewed and give the person's reasons for choosing the verse.

some shared activities of all members of the

LUTHERAN CHURCH OF AUSTRALIA

World mission

Worship Commission

Lutheran schools

**Churchworker training
for pastors
for teachers
for lay workers**

Welfare ministry

Home missions

Media services and broadcasting

Lutherans for Life

Home mission

Lutheran World Service

Openbook Publishers

**Lutheran Youth
of Australia**

Lutheran Textile Artists

Lutheran Nurses

**Lutheran
Laypeople's
League**

Home Mission Department

Aboriginal Missions

**Lutheran Bible
Translators**

Church Development

Youth Department

GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH