

**MODEL UNIT**  
**BAND B**  
**LEVEL 1**

# FRIENDS TO ALL PEOPLE

**LIFE CONCEPT: GOD CREATES HUMAN RELATIONSHIPS**

YEAR: ..... SUGGESTED DURATION: 4 weeks (135 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① 2 ③

**UNIT-SPECIFIC GOALS (highlighted)**
**1. GOD CREATES PEOPLE TO LIVE IN LOVING RELATIONSHIP WITH EACH OTHER**

- 1a** explore the Christian belief that human relationships are part of God's plan for people
- 1b** explore the Bible message: love your neighbour as yourself
- 1c** explore what Christians believe builds and destroys relationships

**2. GOD PROVIDES SOCIAL STRUCTURES FOR THE WELFARE OF ALL PEOPLE**

- 2a** explore the Christian belief that family is a structure God provides for the welfare of people
- 2b** investigate the roles and responsibilities of family and other social structures

**3. GOD WANTS PEOPLE TO LOVE AND RESPECT ALL PEOPLES OF THE WORLD**

- 3a** analyse examples of Jesus' teachings and actions which illustrate love and respect for all people
- 3b** identify attitudes and actions which demonstrate love and respect for all peoples of the world

**STUDENT ASSESSMENT**
**ASSESSABLE STUDENT OUTCOMES**

- Summarise Jesus' words and actions to the Samaritan woman. (1a,1b,3a)
- Record and illustrate the impact of Jesus' loving words and actions. (1a,1b,1c,3a)
- Describe what the Bible says about ways of demonstrating love. (1c,3b)
- Illustrate ways of showing love and respect for all people, including those from a variety of cultures. (3b)

**ASSESSMENT STRATEGIES**

- ⇒ observation, work sample
- ⇒ work sample, TRS B1/4
- ⇒ work sample
- ⇒ work sample

**UNIT SUMMARY**

Students explore life in countries other than Australia and consider difficulties people can experience when moving to a new country. They investigate the story of Jesus' dealings with the Samaritan woman from Sychar and the impact of Jesus' words and actions. Students explore what the Bible says about love and identify ways of demonstrating love to all people. They complete the unit by celebrating the diversity of cultures.

## UNIT NOTES

This unit could be integrated with the study of Society and the Environment curriculum topic which explores the diversity of cultures.

When dealing with this topic in a Christian Studies setting, it is important to focus on the gospel as the Christian motivation for showing love and respect for all peoples of the world.

## INTRODUCTION

### 1. ALL PEOPLE OF THE WORLD

To help students to develop an awareness of life and culture in countries other than Australia, choose **one** of the following activities:

- Students work individually or in pairs to research a country of their choice. Use resources which give easy-to-read information about cultural aspects, such as food, clothes, housing, interests, school and family (see Teacher Resource Sheet [TRS] B1/1).
- Use with your students resources produced by world aid organisations, such as *Cambodia: A Studies of Asia Resource Kit for Primary Schools* (see Recommended Resources Menu).
- If the class has a high multicultural component, students research their cultural backgrounds. They indicate on a world map their family's country of origin.
- Share a book which illustrates life in other countries from a child's perspective (eg *Children Just Like Me*).
- Watch a video about life in other countries.
- Learn and exchange greetings from other countries. (TRS B1/2).

The above activities do not need to take place during Christian Studies sessions and can link with investigations from Society and the Environment. They could continue throughout the unit.

Often people who move from the country they were born or grew up in, experience difficulties gaining acceptance from people in their new country. Help students explore these difficulties by choosing from one of the following activities:

- Invite a speaker who has moved from their home to live in a new country, to share with the students some of the difficulties they have experienced.

- Share with the students a book or chapter from a book which describes the difficulties people experience coming from another country to Australia (eg *Marty and Mei-Ling* by Phil Cummings or *Onion Tears* by Diana Kidd). Students discuss and identify the problems of the character/s, such as teasing, and the associated feelings, such as sadness, loneliness.

As a class, make a list of difficult situations people could face living in a new country, eg not understanding the language, not having any friends, people teasing you because you are different. Students illustrate one of these situations. Include speech bubbles (and/or thought bubbles) for all characters illustrated. Display illustrations.

## DEVELOPMENT

### 2. JESUS LOVES ALL PEOPLE

Tell students that you are going to introduce them to a woman who knew what it is like to have other people think you are no good just because you come from another place.

Tell the story of Jesus and a Samaritan woman, using TRS B1/3. The teacher could simply tell the story, dramatise it or use a puppet.

Students imagine the reaction of Jesus' disciples when they saw Jesus talking to the Samaritan woman, remembering that Samaritans and Jews were enemies and that a Jewish teacher would not speak to a woman in public. How would Jesus' actions have changed them and their attitudes to Samaritans and to women?

Students create a cartoon or write a diary entry from the viewpoint of Jesus' disciples, or illustrate the changes which may have taken place in the town of Sychar as a result of this visit from Jesus.

Students reflect on what they have discovered about Jesus' love for all people in the story of the Samaritan woman by completing TRS B1/4.

If time permits, explore other Bible stories which illustrate Jesus' attitude to people from places different from his own (eg *Jesus heals a Roman soldier's servant; Jesus heals ten men including a Samaritan; Jesus heals a demon-possessed man; Jesus heals a Canaanite woman's daughter*).

Help students to see that the Bible's message is that God loves all people. He doesn't care about the colour of people's skin, where they were born, how clever or beautiful they are. The Bible tells that God loves all people, that he sent Jesus to die for all people, and that he wants all people to be in a loving relationship with him and with one another.

### 3. SHOWING LOVE FOR ALL PEOPLE

#### A. What is love?

Read 1 Corinthians 13:4–8a. The teacher could also share a book which helps to explain this passage, such as *Bible Words about Love for Children* by Lois Rock or *The Greatest Gift Is Love*, an Arch Book by R Baden.

Divide the passage into sections, such as: love is patient, love is kind, love is not rude. The students work in groups. Each group chooses a section of the Bible passage. They discuss and list the ways they could show this love for people in their school or community.

Encourage students to consider ways of showing love for people from various ethnic backgrounds within their own school/community situation, eg *love is not rude* could mean not laughing or teasing someone who is learning to speak English; *love is kind* could mean inviting a new student in my class to join in with my friends.

Each group is responsible for recording and illustrating these suggestions for their section of the *Love is . . .* Bible passage. Join sections together to make a *Love is . . .* mural. Frame the mural with 1 Corinthians 13:4–8a.

#### B. Where does love come from?

Students look at various sections of their *Love is . . .* mural. They discuss times when showing the kind of love depicted in the mural would be hard to do, eg the person I ask to join in a game is unkind to me; my friends don't want me to invite the person into our game; I am scared of the person.

Discuss strategies for dealing with these scenarios.

Tell students that the Bible has more to say about why Christians show love to others. Read 1 John 4:9–11. Ask students how God showed his love for all people. Ask students to suggest how this could help people when they find it hard to love. Include this Bible verse on the *Love is . . .* mural.

Help students to see that the motivation for Christians to show love to others is the love God has shown by sending Jesus. The Bible tells that Jesus died to pay the price for the sins of all people everywhere. That includes the times when we hurt people God wants us to love.

## RESPONSE

### 4. CELEBRATING THE DIVERSITY OF CULTURES

Students complete this unit by preparing a multicultural celebration of foods, songs, games, crafts or prayers from a variety of countries and cultures (*Cambodia: A Studies of Asia Resource Kit for Primary Schools* provides ideas).

Students could also prepare their own prayers, songs, poems, paintings or drama which focus on the Bible's message of God's love for all people from all cultures. These responses can be a part of the class celebration or can be used for a class or school devotion.

This unit could provide the motivation for students to support programs run by aid organisations, such as Lutheran World Service or World Vision.

## YOU WILL NEED

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| <input type="checkbox"/> photocopies of TRS B1/1 for students and provide non-fiction resources about a variety of cultures<br><br><input type="checkbox"/> <i>CAMBODIA – A Studies of Asia Resource Kit for Primary Schools</i><br><br><input type="checkbox"/> a book which looks at difficulties experienced when moving to a new country (see Recommended Resources Menu) | <input type="checkbox"/> photocopies of TRS B1/2, B1/3, B1/4<br><br><input type="checkbox"/> Bibles<br><br><input type="checkbox"/> paper for mural<br><br><input type="checkbox"/> resources and materials necessary for cultural celebration (see Recommended Resources Menu) |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Record and write opinions about what is read. Summarise key events and ideas. *Everyday texts:* Speak audibly, pronounce clearly, order ideas. Begin to select texts, gather information from a range of sources. Report in an organised way.

**SOCIETY AND ENVIRONMENT:** *Investigate:* Decide on and ask questions from peers and adults to get information. Select, compare, categorise relevant information. Listen and respond to oral histories, stories and presentations. Role-play and express personal views on information. *Culture:* Recognise shared-unique characteristics of individuals. Investigate customs, traditions, practices of groups and communities. Take part in cultural experiences, such as music, dance and drama.

**HEALTH:** *Interaction, relationships and groups:* Recognise different customs and traditions.

From the National Statements and Profiles

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## 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' understandings about God's love for all people?

How did I respond to the range of students' attitudes towards people from a variety of cultures?

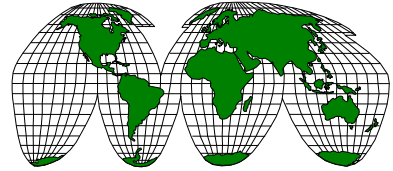
What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

## RESEARCH INFORMATION SHEET

NAME/s of researcher/s \_\_\_\_\_

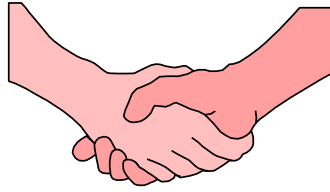
NAME OF COUNTRY \_\_\_\_\_



*Create concept maps or write brief notes about the various features of the country you are researching.*

<p><b>PHYSICAL FEATURES</b> (eg mountains, deserts)</p>	<p><b>CLIMATE AND CLOTHES</b></p>
<p><b>HOUSES</b></p>	<p><b>FOOD</b></p>
<p><b>FAMILIES</b></p>	<p><b>CELEBRATIONS</b></p>

# WORLD



# GREETINGS

How do you say, 'I love you'?

You're OK, mate (*Australian*)

Ami Tomaka Valo Bashi (*Bangla*)

Kinyom Shrolang Myek (*Cambodian*)

Saya Cinta Kamu (*Indonesian*)

Tiako Hiunao (*Madagascar*)

Ma Timi laai Prem Garchu (*Nepalese*)

Yey Elsker Dey (*Norwegian*)

Uhibuki / Uhibuka (*Palestine*)

*Can you find any others?*

How do you say, 'How are you'?

Nie how ma? (*Chinese*)

Kamusta ka na? (*Filipino*)

Ogenki desu ka? (*Japanese*)

Apa khabar? (*Malay*)

Yu I stap olsem wanem? (*Pidgin English*)

Nanraga irukkinreergala? (*Tamil*)

Sbai dee ruer? (*Thai*)

*Can you find any others?*

## A SAMARITAN WOMAN'S STORY

My name is Rebecca and I come from the town of Sychar in a place called Samaria. I know what you're probably thinking! She's one of those Samaritans. Nobody likes Samaritans. That's what it seemed like to me until I met a most amazing man. Let me tell you about it.

One scorching hot day I went to Jacob's well, where I always get water for drinking and cooking. The water from this well is always cool and clean.

As I came closer, I saw a man sitting by the well. I didn't recognise him. In fact, he looked as though he might be from Galilee — a Jew — and that could mean trouble.

Samaritans and Jews do not get on well. Actually, we can't stand one another. Those Jews think they are so clever. They say they do everything the right way and call us 'stupid Samaritans'! I half expected this man to get up and walk away, but he didn't. I hoped that he wouldn't give me any trouble.

I pulled the rope to bring up some water from the well. Then the stranger asked me if he could have a drink. I nearly dropped the jar I was filling.

I could tell by the way he spoke that he was a Jew. Jews **never** speak to Samaritans, except to say how hopeless we are. They wouldn't even use the same cup as us. Was this a trick? Was he making fun of me? Was he going to attack me?

No! He spoke kindly to me and looked at me respectfully. He listened to me. He was really interested in what I had to say. I have never had a conversation like the one I had with this Jewish man.

He told me about God's gift of eternal life, or 'living water' as he called it. Fancy telling me that I was important enough to receive this gift!

There was something very special about this man. After we had talked for a while, I realised that he knew all about me and the bad things I had done in my life, but he didn't look down on me or tell me

how hopeless I was. He spoke about God. I told him that I already knew that God was going to send someone special — the Messiah — to save his people.

Then this man said that *he* was God's chosen Messiah. Can you believe that? God's Messiah talking to me — a Samaritan! a woman! a person who had done plenty of bad things! He was actually concerned about me! Could he possibly feel this way about everyone?

Our amazing conversation was interrupted when some other Galilean men came over to us. 'Jesus', they called him. They looked shocked and confused when they saw him talking to me.

But I couldn't care less about these other men. I took off like the wind to tell my friends what had happened. I was in such a hurry I even left my precious water behind.

My friends thought I had gone crazy when I started talking about this wonderful *Jewish* man, but it didn't take them long to see that something had changed me.

They came to the well with me to see Jesus and to talk to him. They were so impressed with what Jesus had to say that they invited him to stay.

He did! For two days he talked to us about God's love for all people.

I learnt that all people are precious to God. It doesn't matter what country they come from, how clever they are, what they look like, or what they have done. God loves **everyone**, even me!

This news has caused some changes in my life. I feel differently about so many things, certainly about the way I feel towards Jews and other strangers. I used to hate them and feel scared of them, but now I want to be kind and helpful to them.

It's not always easy to do, but I keep remembering how Jesus treated me. His love and care and the good news he told me — these are things I just have to share!

# JESUS AND A SAMARITAN WOMAN

Write or draw what Jesus did to show love and kindness to a Samaritan woman.

Write what you think the Samaritan woman would have told others about Jesus?

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Draw how you think the Samaritan woman's life may have changed because of Jesus' love and kindness?

What does Jesus teach about love in this story?

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Describe how you feel or what you think about the love Jesus showed to the Samaritan woman in the story.

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