

MODEL UNIT
BAND B
LEVEL 3

WHO IS MY NEIGHBOUR?

LIFE CONCEPT: GOD CREATES HUMAN RELATIONSHIPS

YEAR: SUGGESTED DURATION: 5 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

Describe the meaning of the parable of the Good Samaritan. (1b,3a)

Create a story in a contemporary setting which describes the meaning of showing love and care to 'your neighbour' and ways of doing this. (1b,3a,3b)

Describe ways of showing love to people in the family, at school and in other countries. (1b,2b,3b)

ASSESSMENT STRATEGIES

⇒ TRS B3/2

⇒ story presentation

⇒ work samples

UNIT SUMMARY

Students explore the concept of neighbours and neighbourhoods. They explore the Bible story of the good Samaritan and the message of the story. They identify ways of being a neighbour to people in the family, at school and in other countries.

UNIT NOTES

This unit could be integrated with topics in the Health and SOSE curriculum areas.

Remember when teaching this topic in a Christian Studies setting to make the students aware that the Christian motivation for 'loving our neighbour' is the gospel of God's love for all people shown through Jesus.

Consider organising a speaker from neighbourhood programs, such as *Neighbourhood Watch* or *Safety Houses* for the introduction of the unit.

INTRODUCTION

1. NEIGHBOURS

In order to explore the concept of 'neighbours' with the students, choose from the following activities:

- Students draw a map which illustrates their home and the homes in their street or surrounding streets. They include the names and pictures of neighbours they know. Students write and attach to their map a short paragraph which describes the relationship they have (or do not have!) with their neighbours.
- Invite a speaker from a special neighbourhood program such as *Neighbourhood Watch* or *Safety Houses* to talk about the importance of their program and ways people can be helpful neighbours.
- Invite a grandparent to talk to the students about the importance of neighbours when they were children and also now. Students compare the relationships people had with neighbours in the past to relationships with neighbours in the present. Discuss reasons for any changes.
- Explore and illustrate the diversity of neighbourhoods, eg in high-rise buildings, suburbs, rural communities, caravan parks.
- Students dramatise the play *The Christian Inaction* from Verena Johnson's book *Let's Make Another Scene*. Discuss what kind of neighbours these people were. For each scenario the husband describes in the play, suggest ways he could have helped his neighbour.
- View excerpts from television programs which feature neighbourhoods, eg *Neighbours* (consider using the theme song for discussion). Discuss how realistic the portrayal of neighbours in the program is. Identify examples in the program of people being uncaring and caring neighbours.

Students work in groups and make a large cardboard cut-out of 'Norm' or 'Nora' Neighbour. Begin recording on the cut-out characteristics of a helpful neighbour. These characteristics can be added to throughout the unit.

DEVELOPMENT

2. JESUS TALKS ABOUT BEING A NEIGHBOUR

Tell students that the Bible describes a situation when Jesus was asked a question about neighbours. Set the scene for the story by using an introduction such as the following:

One day a person who saw himself as an expert in the Old Testament of the Bible asked Jesus what he must do to have life in heaven. Jesus asked him if he knew what the Bible says about this. The man answered: 'Love God and love your neighbours as much as you love yourself'. Jesus told him that he had given the correct answer. But the man wanted to show that he was clever, so he asked Jesus: 'Who are my neighbours?' Jesus answered with the story called 'The Good Samaritan'.

Before students read the story of the good Samaritan, give them background information about Samaritans and Jews and priests and Levites and experts in the law (see Teacher Resource Sheet [TRS] B3/1 for information). Students can read the story of the good Samaritan from the Bible (Luke 10:30–37) or from a Bible story book.

Students discuss the following questions:

- How do you think people listening to Jesus' story would have responded? What would have shocked them in the story?
- How might the expert on the Old Testament law answer the question 'Who is my neighbour?'
- What answer did Jesus give in this story to the question 'Who is my neighbour?'

Help students to see that Jesus turned the question around from: Who is my neighbour? to: To whom am I a neighbour?

Students complete TRS B3/2.

Students work in groups to write a modern-day version of the story which would answer the question *Who is my neighbour?* They consider:

- Who would be asking the question *Who is my neighbour?* eg a teacher.

- Who would the 'Samaritan' in the story be? eg unemployed person, a cultural group which is seen as not one of 'us'.
- Who would be the respectable people in the story? eg pastor, churchgoer, us.

Students make sure that their story provides answers to the questions *Who is my neighbour?* and *How can I love my neighbour?* Students can present their story as a drama, a poem or rap, a storyboard or a song.

Students could present their stories at assembly or worship.

Students add to the Norm/Nora Neighbour cut-out anything they have discovered about being a helpful neighbour.

3. BEING A NEIGHBOUR IS NOT ALWAYS EASY

Ask students to talk about times in their life when it was easy and times when it was difficult to 'love their neighbour'. Students search newspaper articles for examples of people in trouble being helped by someone, eg fire rescue. Make a display or collage of these. Search also for examples of people hurt or taken advantage of. Ask students to imagine that the person who hurt someone was in need of help him/herself. Students discuss what their reaction would be. Give reasons.

Students identify people at school and in their neighbourhood whom they tend not to think of as their neighbours and find it difficult to love.

Tell the students that the Bible has some words of encouragement about showing love to people even when it is difficult.

Read 1 John 3:16–18
Galatians 5:22–24 1 John 4:19.

Discuss what these Bible passages say about who can help people to love when loving is difficult.

RESPONSE

4. HOW CAN I BE A NEIGHBOUR?

The final part of the unit explores being a neighbour in the family, in the school and in the world. This can be dealt with in any of the following ways:

1. As a whole class, explore sections A, B, and C.
2. Select just one of the sections to explore with your class.
3. Divide the class into three large groups or six smaller groups. Each group chooses an area in which people can be a neighbour. The groups will need to plan a way to

present to the class the information they discover.

For each section there is a TRS to direct the investigations.

A. BEING A NEIGHBOUR IN MY FAMILY

TRS B3/3 provides a plan for an investigation which includes:

- identifying times when families show love and care for each other
- identifying situations when it is hard to show love and care for family members
- reading the Bible story of Jesus showing care for his family in a difficult situation
- reading what the Bible says to families in Ephesians 6:2,3
- describing ways of showing love for family members even in difficult situations.

B. BEING A NEIGHBOUR AT SCHOOL

TRS B3/4 provides a plan for an investigation which includes:

- identifying times when staff or students have shown love and care
- identifying times when it is difficult to show love and care for staff or students
- describing the meaning of Matthew 7:12 for the school setting
- interviewing the principal to learn about the principal's important role and ways the principal shows love and care for the people at school
- reading Luther's explanation of the fourth commandment and describing how this applies at school and how it can be achieved.

C. BEING A NEIGHBOUR TO ALL PEOPLE

TRS B3/5 provides a plan for an investigation which includes:

- identifying situations in the world where people need love and care
- identifying why it can be difficult to show love and care for these people
- reading what the Bible says in Matthew 25:31–40 and Acts 4:32–35
- exploring ways people are being caring neighbours through LWS projects
- suggesting ways the class can support these projects.

Students add to the Norm/Nora Neighbour cut-out anything they discover about being a helpful neighbour.

The students could present the results of their investigations not only in the class but also to the school community.

YOU WILL NEED

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| <input type="checkbox"/> resources for introductory activity
<input type="checkbox"/> photocopies of TRS B3/2 for all students
<input type="checkbox"/> photocopies of TRS B3/3, B3/4, B3/5 for groups
<input type="checkbox"/> newspapers | <input type="checkbox"/> videotape of world news
<input type="checkbox"/> Bibles
<input type="checkbox"/> to organise a visit from the principal
<input type="checkbox"/> information from Lutheran World Service about their overseas aid projects |
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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. Map plot structure. Directed reading, reading alone. Write widely. Editing skills. Challenge stereotypical portrayals of people in texts. *Mass Media:* Explore stereotypes in media. Monitor reporting of news for ways information is presented. Write on topics relevant to school and community.

SOCIETY AND ENVIRONMENT: *Investigate, Communicate, Participate:* Decide on and ask questions from peers and adults to get information. Select, compare, categorise relevant information. Role-play and express personal views on information. Identify and use strategies for working with others. *Place and Space:* Explore immediate surroundings and features of local areas. Identify roles of people in the community who care for places. *Culture:* Explore customs, traditions, practices of familiar groups and communities. Identify school community members. Take part in community activities and cultural experiences. *Resources:* Roles of people in the community. Cooperation of people to meet human needs.

HEALTH: *Interaction, relationships and groups:* Explore how relationships change and develop. Identify family roles and how responsibilities change. Read, listen to, and create stories about relationships. Develop skills, including listening to others, expressing feelings, friendship skills, responsibilities, managing own feelings, cooperation. *Identity:* Consider people's diversity. Explore racial stereotypes.

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' understandings of the Bible's message of 'love your neighbour'?

How did I respond to the range of students' attitudes towards showing love in difficult situations?

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?

BACKGROUND INFORMATION (FOR TEACHERS)

THE STORY OF THE GOOD SAMARITAN

LAWYERS

The man who asked Jesus a question to test him was 'an expert in the law'. These experts studied the law God gave to Israel through Moses and interpreted and explained the law. Some of them were 'scribes' — people who faithfully copied the text of the law of Moses.

Questions about the law would be debated at length by these experts. They were opposed to Jesus because he challenged their legalistic interpretation of God's law (see Matthew 23).

SAMARITANS AND JEWS

There was a long history of hatred between the Samaritans and the Jews. The Samaritans were regarded by the Jews as worthless people. The Samaritans' ancestors were people from the intermarriage of Israelites and Gentiles (people who were not Israelites). The Jews hated the Samaritans and wanted nothing to do with them.

Samaritans were very unfriendly and antagonistic to Jews who were travelling through their land to religious festivals in Jerusalem. It took at least three days to travel from Galilee to Jerusalem travelling through Samaria. Samaritans would refuse to give accommodation to the Jews. Jews would therefore avoid travelling through Samaria by crossing the Jordan river and travelling on the east side.

JERUSALEM TO JERICHO

The distance from Jerusalem to Jericho was about 28 kilometres. The road ran through very rocky, desert country. This provided excellent places for robbers to hide and attack defenceless travellers.

PRIESTS

The priests were the main religious leaders in Israel. They offered sacrifices for people's sins and prayed for people. While they could not forgive people's sins, they were the middle persons between people and God.

LEVITES

The Levites helped the priests to do their work but were not allowed to offer sacrifices themselves. They were virtually servants of the priests. One of their jobs was to take care of the temple.

Both priests and Levites were responsible for teaching people about God and about how God wanted people to live.

One of the reasons a priest or Levite would not want to help someone who was bleeding or to attend to someone who may be dead, related to their religious customs. If they touched the person, they would become 'unclean' and would not be able to undertake their special duties.



THE STORY OF THE GOOD SAMARITAN

Draw ways the Samaritan helped the man who was beaten up by the robbers.

Give reasons why it might have been difficult for this Samaritan to 'love his neighbour'.

Write in your own words what Jesus was saying in the story about 'loving your neighbour'.

Draw a storyboard showing how you would answer the question: 'Who is my neighbour?'



IN MY FAMILY

Use this as a planning sheet for your group.
Your group will need to discuss and answer the following questions and then decide on a way to present the information to the class.

1. Discuss and list examples when people in families show love and care for each other.

2. Discuss and list situations in families when it is very difficult to show love.

3. Read the Bible story found in John 19:16-27. Focus particularly on verses 26,27. How did Jesus show love for his mother in a very difficult situation?

4. Read what the Bible says in Ephesians 6:2,3 about ways to show love and to be a neighbour to family members. Describe ways of showing love to family members, particularly at times when it is difficult to do this.

5. Make a plan of how your group intends to present this information to the class, eg orally, visually, in written form, dramatically.



AT SCHOOL

Use this as a planning sheet for your group.
Your group will need to discuss and answer the following questions and then decide on a way to present the information to the class.

1. Discuss and list examples where someone at school (student or teacher) has been loving and caring. _____

2. Discuss and list examples of times at school when it is difficult to show love and care for a student or teacher. _____

3. Read what the Bible says in Matthew 7:12. Write the meaning of the verse in your own words and how that could apply to situations at school, eg *I want the teacher to respect me, therefore I need to show respect for the teacher.* _____

4. Arrange an interview with the school principal to discuss their role at school, the importance of the role, and why they chose to be a principal. Ask them who they show love and care for at school and how they do this. _____

5. Read what Luther says in the explanation to the fourth commandment about being a neighbour not only to our parents but also to other people who are in charge of us, including teachers. Describe ways students could show love and respect for staff at the school. _____

6. Make a plan of how your group intends to present this information to the class, eg orally, visually, in written form, dramatically. _____



TO ALL PEOPLE

Use this as a planning sheet for your group.
Your group will need to discuss and answer the following questions and then decide on a way to present the information to the class.

1. Think about all countries in the world. Discuss and list who are neighbours to people living in Australia. _____

2. Watch a section of the television news which shows overseas events, or look through the newspapers and find the sections on world news. Record examples of people who are suffering or in trouble. _____

3. Discuss and record what makes it difficult to be a loving and caring neighbour to these people. _____

4. Read Matthew 25:31-40 and Acts 4:32-35. Describe what these passages say about the importance of helping others and how it was done by the first Christians. _____

5. Look at information sheets from Lutheran World Service which refer to activities in other countries where people are showing love to neighbours. Describe ways people are showing love and care to 'their neighbour'. _____

6. List possible ways the class could support Lutheran World Service projects or assist people who need care identified in the news reports. _____

7. Make a plan of how your group intends to present this information to the class, eg orally, visually, in written form, dramatically. _____

