

MENU

BIBLE REFERENCES

1

God's love inspires and equips
Christians to love and serve
others

NEW TESTAMENT REFERENCES TO LOVE

| | |
|------------------------------------|---|
| Love of enemies | Matthew 5:38–48 |
| Christians known by love | John 13:34,35 |
| Love one another | John 15:12,13 |
| God's love in Jesus | Romans 5:5 Romans 5:8 Romans 8:35–39 1 John 4:7–12 |
| Love shows in actions | Romans 12:9–18 1 John 3:16–18 |
| Love is | 1 Corinthians 13:4–8a |
| Forgive others | Colossians 3:13 |
| Love comes from God | 1 John 4:19 |
| Love other members of God's family | 1 John 4:20,21 |

JESUS TEACHES ABOUT SERVING

| | |
|----------------------------------|------------------|
| Serving others | Matthew 20:25–28 |
| Jesus washes his disciples' feet | John 13:1–17 |

2

God calls all people to work for
peace and justice

JUSTICE

| | |
|----------------|----------------|
| Proverbs 24:23 | Isaiah 58:6–10 |
| Amos 5:7,10–15 | Micah 6:8 |
| Acts 10:34 | James 2:1–9 |

JESUS AND JUSTICE

| | |
|-----------------------------------|--|
| Messiah's kingdom | Isaiah 9:6,7a |
| The beatitudes | Matthew 5:1–12 |
| Jesus heals a centurion's servant | Matthew 8:5–13 |
| Jesus calls Matthew | Matthew 9:9 |
| Final judgment | Matthew 25:31–46 |
| Jesus and children | Mark 10:13–16 |
| Jesus and a blind man | Mark 10:46b–52 |
| Jesus calls first disciples | Luke 5:1–11 Matthew 4:18–21 Matthew 9:9–12 Matthew 10:2–4 |
| Sinful woman anoints Jesus | Luke 7:36–50 |
| Jesus heals a crippled woman | Luke 13:10–17 |

| | |
|--|---------------|
| Jesus heals ten men suffering from leprosy | Luke 17:11–19 |
| Zacchaeus | Luke 19:1–10 |
| A Samaritan woman | John 4:4–42 |

PEACE

| | |
|-----------------|-----------------|
| Abraham and Lot | Genesis 13:1–18 |
|-----------------|-----------------|

CHRISTIANS AND PEACE

| | |
|-----------------|-----------------|
| Romans 5:1 | Romans 12:18 |
| Galatians 5:22 | Philippians 4:7 |
| Colossians 3:15 | |

JESUS BRINGS PEACE TO PEOPLE'S LIVES

| | |
|-------------------------------------|-------------------|
| Jesus has pity on the people | Matthew 9:35–10:1 |
| Jesus feeds the hungry people | Matthew 14:13–21 |
| Argument between the disciples | Mark 9:33–35 |
| Jesus raises a widow's son | Luke 7:11–16 |
| The wedding at Cana | John 2:1–12 |
| Jesus brings peace to the disciples | John 20:19–21 |

JESUS' TEACHING ABOUT PEACE

| | |
|-------------|-----------------|
| Matthew 5:9 | Luke 6:31,35,36 |
|-------------|-----------------|

JESUS BRINGS PEACE TO THE WORLD

| | |
|---------------|----------------|
| John 14:27 | Romans 5:10,11 |
| 1 John 4:8–11 | |

THE DISCIPLES SHARE THE PEACE JESUS BRINGS

| | |
|---|---------------|
| People are healed | Acts 3:1–16 |
| Sharing possessions | Acts 4:32–37 |
| Philip explains the good news about Jesus to the Ethiopian official | Acts 8:26–40 |
| The jailer at Philippi | Acts 16:16–34 |

GREETINGS AND FINAL GREETINGS

| | |
|--------------------|---------------------|
| Romans 1:7b; 15:33 | Ephesians 6:23 |
| Philippians 4:7 | 2 Thessalonians 1:2 |
| 1 Timothy 1:2b | Hebrews 13:20, 21 |
| 1 Peter 1:2b | 1 Peter 5:14 |
| 2 Peter 1:2 | 2 John 3 |
| 3 John 14 | Jude 2 |

3 God calls Christians to share the Good News by words and actions

JESUS COMMISSIONS DISCIPLES TO WITNESS

| | |
|------------------|---------------------------------------|
| Matthew 28:19,20 | Luke 24:46–49 |
| John 15:26,27 | Acts 1:7,8 |
| Jesus' mission | Matthew 4:17, 23,24 Matthew 11:2–6 |

PETER WITNESSES FOR JESUS

| | |
|-----------------------------------|---------------------|
| Peter's speech at Pentecost | Acts 2:22–41 |
| Peter heals the lame man | Acts 3:1–10 |
| Message in the temple | Acts 3:11–19 |
| Peter and John before the council | Acts 4:1–20 |
| Aeneas and Dorcas | Acts 9:36–43 |
| Peter's speech at Caesarea | Acts 10:34–43 |
| The good news is for everyone | Acts 10:1–35, 44–48 |
| Peter is set free from jail | Acts 12:1–17 |

PETER WITNESSES IN HIS LETTERS

| | |
|-----------------|----------------|
| 1 Peter 1:3 | 1 Peter 2:9,10 |
| 1 Peter 2:22–25 | 1 Peter 3:18 |
| 2 Peter 1:16–19 | 2 Peter 3:9 |

KEY BIBLE VERSES TO HEAR AND REMEMBER

God blesses those who make peace. They will be called his children.
Matthew 5:9 (CEV)

In his name the message about repentance and forgiveness of sins must be preached to all nations. You are witnesses of these things.
Luke 24:47,48 (TEV)

Whenever you did it for any of my people, no matter how unimportant they seemed, you did it for me.
Matthew 25:40 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God's love inspires and equips Christians to love and serve others

LOVE IN LITERATURE Read stories to students in which characters demonstrate love, such as *Mr Nick's Knitting*, *The Happy Prince*, *The Very Best of Friends*, *Boss of the Pool*. Discuss the different ways love is demonstrated in the stories and the feelings and emotions that can be involved with showing love. Use this as an introduction to the way Jesus demonstrated love to people. (1a,1b,1c)

POETRY ABOUT LOVE Show students poetry which describes love, in a variety of ways. Students write their own poem which describes their understanding of love entitled *Love is . . .*. This can lead to a study of what the Bible says about love. (1b,1c)

CAN I HELP YOU? As an introduction to the concept of Christian love and service, students identify ways and situations where people serve others, eg waiter, shop assistant, serving a meal to the family. Students role-play or illustrate the words and actions of the people who are serving. Identify the motivation for serving in each example. (1a,1b,1c)

I AM LOVED Students list people who love them and illustrate the ways these people demonstrate their love to them. (1c)

2

God calls all people to work for peace and justice

PEACEFUL TIMES Assist students to develop the skills of quiet relaxation and 'stillness' for short periods of time and to experience 'peace'. Tell students to sit or lie comfortably, slow their breathing, clear their thoughts. Play peaceful, relaxing music. Ask students to imagine they are in a peaceful place, where there are no conflicts and no problems. Allow time for students to enjoy the peace and quietness surrounding them. Make these sessions a regular activity throughout the unit. (2b)

EXPRESSING PEACE Show students paintings which illustrate peace or the absence of it. Note the colours that have been used to convey a mood of peace. Students express their understanding through their own artwork, eg painting to peaceful music, painting a time when they felt at peace. Or students use musical instruments to express the concept of peace, eg a peaceful start, peace disturbed and then peaceful again. This can lead to exploring Bible stories about situations where Jesus brought peace to people. (2b)

JUSTICE AND INJUSTICE Discuss the meaning of the words justice and injustice. Find examples in the media of injustice. Make a Y chart (looks like, sounds like, feels like) describing justice and injustice. (2a,2b,2c)

STANDING IN THEIR SHOES Show a section of a video, or read a chapter from a book, which describes a situation where people have experienced injustice. Students imagine what it would be like to be 'in the shoes' of the person suffering injustice. Write a diary entry or prepare an oral presentation from the character's perspective. (2a,2c)

PEACE IN LITERATURE Read to the students a story which deals with the issue of peace or the way people can work for peace, such as *Sadako and the Thousand Paper Cranes* by E Coerr. Listen to or teach the song *Sadako from Hiroshima* by Robin Mann. Students make and display paper cranes (see TRS B1/6). (2a)

3

God calls Christians to share the Good News by words and actions

WHAT IS A WITNESS? To assist students to investigate ways people witness for Jesus, they discuss their understanding of the word 'witness'. Use a dictionary to come to a common understanding of the word. Students identify situations where they have heard the word used, eg in court, police ask for witnesses to an accident, 'eye witness' news.

Show a video excerpt of a court scene where someone is called to be a witness, or of a news report where someone has witnessed an event. Students describe an exciting or dramatic event they have witnessed. (3a,3b,3c)

A WITNESS FOR JESUS View a video or read a book about a person who has been a witness for Jesus, such as Eric Liddell in the movie *Chariots of Fire*. Identify how that person witnessed for Jesus in what they said and did. (3c)

MISSIONARIES Students identify the location and work of missionaries involved in specific world mission programs. Record information on a class map of the world. Calendars distributed by the *Board for Church Cooperation in World Mission* (Lutheran Church of Australia) are an excellent resource. (3a, 3c)

MENU

DEVELOPMENT ACTIVITIES

1

God's love inspires and equips Christians to love and serve others

WHO AM I? Students choose Bible stories which tell about Jesus showing love to people. See Bible References Menu. Choose a character from the story and write and present a 'Who Am I?' to the class. Students give clues to the class about the place their character came from, what problem they were facing, and how Jesus showed love to them. The class can try to guess the character and the story. (1a,1b)

JESUS THE SERVANT Students read Matthew 20:25–28 and John 13:1–17 to discover what Jesus says about serving and about his own role as a servant. Make a visual presentation which illustrates the various ways Jesus served people and include the Bible verse Matthew 20:28. (1a,1b)

WHAT IS LOVE? Read 1 Corinthians 13:4–8a. Divide the passage into sections. Students work in groups to illustrate examples of what each part of the passage means. This can be related to school, home, or the world. Students present this as a mural, a book, a multimedia presentation, using the computer or a video. (1c)

GUEST SPEAKER Invite people involved in service programs to talk to the students about the work they are involved with. Consider organising a visit to an organisation involved in serving. Investigate ways the students can be involved in the work of the organisation. (1c)

FOOTPRINTS / HANDPRINTS Students cut out footprint and handprint shapes out of cardboard. They write on the shapes ways people can love and serve others. Make a trail of the prints around the classroom or around the school. Include Bible verses (see Bible References Menu) which describe Jesus' teaching about love and service, or the way Jesus has shown love and service to all people. (1a,1b,1c)

PAUL'S RECIPE FOR LOVE Read what Paul wrote about love in Romans 12:9–18. Students summarise this in their own words as *Paul's recipe for love*. Or give small groups of students one verse of the passage each. They illustrate or role-play what this would look like in their class, home or community. (1c)

2

God calls all people to work for peace and justice

JESUS BRINGS PEACE Students investigate Bible stories in which Jesus brings peace to people in troubled situations. See Bible References Menu. Make a chart which lists or illustrates the situation the person is in and then the way Jesus brings peace to that person. (2b,2c)

WHAT DOES PEACE LOOK LIKE? Read the words to the song *There'll be peace (All Together Everybody 220)*. As a class identify and illustrate how the songwriter describes the peace that Jesus brings, and/or plan a liturgical dance to use with the song. (2b)

WHERE DOES PEACE COME FROM? Students choose one of the following Bible passages:

Romans 5:1

Galatians 5:22

Colossians 3:15.

Romans 12:18

Philippians 4:7

They make a plaque recording the words of the Bible verse using calligraphy pens or felt tipped pens. Students consider including illustrations which describe the meaning of the Bible passage. (2a,2c)

INJUSTICE IN NEW TESTAMENT

TIMES Students list occupations of some of Jesus' disciples and the kinds of injustices they may have experienced.

Read Matthew 4:18–21, 9:9–12, 10:2–4 and use Bibles and Bible handbooks as resources. Identify other people in Jesus' time who would have experienced injustice. (2c)

JESUS AND JUSTICE Identify stories in the gospels in which Jesus demonstrated his love and service to all people, but particularly to those experiencing injustice (see Bible References Menu). In each story identify the injustices the character may have experienced and the results of the injustice. Identify Jesus' actions and the impact this had on the character's life. Prepare an oral or dramatic presentation. (2c)

THE PROPHETS AND JUSTICE

Students read what the prophets Isaiah (Isaiah 58:6–10) and Amos (Amos 5:7, 10–15) say about justice. They identify injustices which were taking place and God's message about what should be done for people experiencing injustice. Students imagine the prophets Isaiah or Amos were living in the world now. They write what they think the prophets would say about the injustices taking place in the world, community and school and about ways people should help those who are suffering. The students could present the information orally to the class. (2a)

INJUSTICE ALL AROUND

Students make a chart with four columns with the headings, *Injustice in my life*, *Possible solutions*, *Injustice in the world*, *Possible solutions*. Students work in groups to

- list and describe injustices they have experienced and to explore possible solutions,
- list and describe injustices other groups in the world experience and possible solutions for these. (2a)

SONGS ABOUT JUSTICE Examine music with a justice theme, eg *Treaty* by Yothu Yindi, *Short memory* or *Beds are burning* by Midnight Oil, *Christ, be our light* by Bernadette Farrell (*All Together OK* 313). Students identify areas of injustice each song is focusing on. (2a)

JUSTICE IN THE CLASSROOM

Students work in groups to identify any injustices occurring in the class and the result of these, eg if a student harasses another student, this can result in conflict. Identify ways students can work towards justice in the class. Students use problem-solving strategies to find peaceful solutions. Illustrate or dramatise solutions to the conflict. Form a committee within the class to promote justice at school. (2a)

ORGANISATIONS WORKING FOR JUSTICE

Students write to organisations (eg Amnesty International, World Council of Churches) which work for justice, to ask them about the work they are involved in. (2a)

PRAYER OF ST FRANCIS Students read the words of *Prayer of St Francis* (*All Together Now* 95). Students write in their own words what St Francis is saying in his prayer or write their own prayer for peace. (2a,2b)

3

God calls Christians to share the Good News by words and actions

A WITNESS FOR JESUS' WORK

Students read Matthew 4:17,23,24 to identify aspects of Jesus' work. Students imagine they had followed Jesus around when he was spreading the good news of God's love for all people. They work in small groups and give an 'eyewitness' account of some of the exciting and important actions they saw Jesus do and words they heard Jesus say. (3c)

JESUS GIVES HIS FOLLOWERS A

TASK Students read Luke 24:46–49, John 15:26,27 and Acts 1:7,8 to identify the special task Jesus gave his followers. Discuss the questions and possible responses the disciples may have had to Jesus' directions to them. Students illustrate the scene, using speech- and thought-bubbles to describe the task and the possible reaction of the disciples. (3a)

COMMUNICATING WITH PEOPLE INVOLVED IN MISSION WORK

Students write letters to people involved in mission work within their own country or overseas. Students ask for information about the mission program and ways they could support it.

If the mission program includes a school, students could correspond with students in this area to learn more about their culture and life. Depending on the facilities available at the mission school, students could make a video or audio-tape of a devotion or chapel session, or collect work samples from their Christian Studies sessions and send them to the students of the school. (3a, 3c)

THE DISCIPLES WITNESS Students prepare and present written, oral or video 'eyewitness' accounts of the way Jesus' followers such as Peter, Paul, John, Phillip were witnesses for him. Include information about the task given to them by Jesus, their

motivation, what they did or said and the reaction of people to whom they witnessed. (3a,3b)

ROLE-PLAY Students role-play ways people could witness for Jesus by their words and actions at school, at home, and in the community. Dramatise difficulties which can be associated with being a witness for Jesus, such as people rejecting the message or making fun of the person witnessing, being unsure of what to say. Discuss ways of dealing with these situations and role-play suggestions. (3c)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see Bible References Menu page 11).

SONGS Students learn songs about serving (see *Resources for Music and Devotions* in the appendix).

MENU

RESPONSE ACTIVITIES

1

God's love inspires and equips Christians to love and serve others

SERVING EVERY DAY Students identify ways they can demonstrate love and service to people at home, at school or in the community. Make banners which illustrate these ways and include appropriate Bible verses (see Bible References Menu). (1b,1c)

PERSONAL ACTION PLAN As a class make a mission statement which describes ways of serving each other. Students each make and carry out a personal action plan for serving one person. They keep a personal journal as they carry out their action plan. Encourage students to select a person who is not a friend or even someone with whom they have a conflict. (1b,1c)

LOVE VOUCHERS Students make a booklet of vouchers they can give to a member of their family or a friend, which lists different ways they can provide a service for that person, eg I will wash the dishes, I will give you a back massage. (1c)

SUPPORTING SERVICE Choose a service program run by an organisation such as Lutheran World Service or World Vision. Students discuss and choose the most appropriate ways the class can support this program, eg organise some sort of 'marathon' where students can be sponsored (walkathon, readathon); run a stall where they sell art and craft items, food or books they have made; sell tickets to a play or drama organised by the students. Students also consider ways they can support the organisation which do not involve raising funds. (1b,1c)

BEING A SERVANT Students prepare a presentation or devotion about serving. Use songs about serving, such as *The servant king* (*All Together Everyone* 261), *Because we bear your name* (*All Together Everybody* 292) or *Brother let me be your servant* (*All Together Again* 191) as resources. (1a,1b,1c)

2

God calls all people to work for peace and justice

PASS THE PEACE Investigate references to peace in worship liturgies. Talk about (and demonstrate) the practice and significance of passing the peace in worship services. Teach students to pass the peace.

Make a class list of the opening and closing greetings in the epistles which use the words 'peace', eg 2 Thessalonians 1:2.

Share these greetings in your class worship, at the beginning or end of the day, or in newsletters. (2b)

WORKING FOR JUSTICE Students prepare a set of overhead transparencies, slides, a dance, mime or drama which illustrates the ways people can work towards justice for all people. Include examples from home, school and community. Base the presentation on a song with a justice or service theme. (2a,2b,2c)

PERSONAL REFLECTION Students write a personal reflection about Jesus and justice. Reflect on:

- the people Jesus spent time with
- Jesus' attitude to justice
- Jesus' actions related to justice
- what Jesus' attitude and action mean for people today who have had their rights denied
- what motivates Christians to work for justice in the community
- your personal view about justice. (2a,2c)

3

God calls Christians to share the Good News by words and actions

TRACT Students view a selection of tracts or pamphlets which tell the 'good news' about Jesus (available from Lutheran Laypeople's League). Students identify the features of the tract, eg pictures or photographs, Bible verse, short story. Students design and make their own tracts which share the 'good news' about Jesus for a particular audience, eg primary-age children, grandparents. (3c)

SPREADING THE GOOD NEWS

Students work in groups to identify ways the Bible's message of God's love can be communicated to people, eg drama, musical item, rap, visual display, newsletter, puppet play, advertisement, computer multimedia presentation, interview, caring, service in daily life.

Groups choose the method which they feel would be most effective and prepare a message which is a witness for Jesus. Students use their chosen medium to communicate their message to the class, school and/or parents. (3a,3b,3c)

POSTER Students make a poster which illustrates the way people they know witness for Jesus in what they say and do. (3c)

MENU

RECOMMENDED RESOURCES

The Introduction to LIFE contains suggested general resources for all LIFE concepts.
The following resources may be used to develop in a unit about *God calls people to serve*.

Some of the items may be out of print,
but they are listed because they are still found in many school libraries.

Preview these and any other resources you intend using
to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION

LOVE AND SERVE

Baden R *The Greatest Gift Is Love* 1985
Concordia Publishing House (Arch Book)
Briscoe J *Paint the Prisons Bright: Corrie Ten Boom* 1991 Word Publishing
Rock L *Bible Words about Love for Children*
1995 Lion

PEACE

Coerr E *Sadako and the Thousand Paper Cranes*
Hodder and Stoughton

JUSTICE

Gonslaves C *Sermon on the Mountain* 1981
Concordia Publishing House (Arch Book)
Grunsell A *Racism* 1990 Gloucester
Harris C *Trees in My Ears: Children from around the world talk to Christine Harris* 1992
Wakefield Press
Morgan S *Sally's Story* 1990 Fremantle Arts
Centre Press

SHARING THE GOOD NEWS

Tracts available from Lutheran Laypeople's
League

Mission calendars available from Board For
Church Cooperation In World Mission,
Lutheran Church of Australia

GENERAL

Van der Maas E *Adventure Bible Handbook*
1994 Zondervan

LITERATURE — FICTION

LOVE AND SERVE

Klein R *Boss of the Pool* 1986 Omnibus
Wild M *The Very Best of Friends* 1989
Margaret Hamilton
Wild M *Mr Nick's Knitting* 1989 Harcourt
Brace Jonavich
Wild M *Let the Celebrations Begin* 1991
Omnibus
Wilde O *The Happy Prince* 1980 Oxford
University Press.

JUSTICE

Baillie A *Rebel* 1993 Scholastic
Gibbons A *Whose Side Are You On?* 1992
Dent
Hill A *The Burnt Stick* 1994 Viking
Kidd D *The Fat and Juicy Place* 1992 Angus
& Robertson Pymble
Kidd D *The Day Grandma Came to Stay (and
spoilt my life)* Angus & Robertson
Kidd D *Onion Tears* Angus & Robertson
Wheatley N *Five Times Dizzy* Hodder &
Stoughton

CONFLICT OR TROUBLED SITUATIONS

Blume J *Blubber* 1980 Heinemann
Browne A *Willy the Champ* 1985 MacRae
Doney M *The Very Worried Sparrow* Lion
Sibley B *The Frightful Food Feud* Lion
Viorst J *Alexander and the Terrible, Horrible,
No Good, Very Bad Day* Angus and Robertson

MUSIC

All Together series Openbook Publishers

AUDIO-VISUAL

COMPACT DISC

The Tribal Voice Album Yothu Yindi 1992
Mushroom Records Australia

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 (1982) and *Diesel and Dust* (1986) Midnight Oil CBS

God Version 1.0 Robin Mann 1998 Produced by R Mann and A Voigt

VIDEO

Babakueria ABC

Captain Johnno Touch the Sun Series

Day in the life of a child Part 1 & 2 (includes teacher's notes) Produced by Unicef, ABC and other agencies. Available from Video Education Australasia Pty Ltd Bendigo

WITNESSING

Chariots of Fire 20th Century Fox produced by David Puttnam (life of Eric Liddell)

Tell It Like It Is (three-part Australian video guide to tell children and young people what it is like to be a witness in court)

FOR TEACHERS

LOVE AND SERVE, JUSTICE

McGrath H & Francey S *Friendly Kids Friendly Classrooms* 1991 Longman Cheshire

Singer C & Hari *A Experience Jesus Today — Understanding the Gospel* 1993 OCP Publications

The Little Red, Yellow and Black Book — A short guide to indigenous Australia The Council for Aboriginal Reconciliation phone: 1800 807 071

The National Council of Churches in Australia
Churches Working Together

Email: nccasyd@peg.apc.org

ACT (02) 6257 4095

NSW (02) 9299 2215

NT (08) 8981 8444

QLD (07) 3832 0920

SA (08) 9221 6633

TAS (03) 6234 2543

VIC (03) 9650 4511

WA (08) 9221 1732

Varbaro T *Windows on Practice: Health Education Years 2–3, Drug Education to Life Education* Education Department of South Australia 1991

White W *Stories for Telling* 1986 Augsburg (stories about love and justice)

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.