

**MODEL UNIT  
BAND C  
LEVEL 3**

# LIFE

**LIFE CONCEPT: GOD CREATED HUMAN BEINGS**

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

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

**UNIT-SPECIFIC GOALS (highlighted)**
**1. GOD CREATES AND LOVES ALL PEOPLE**

- 1a** investigate the Bible's teaching that human life is a gift from God
- 1b** explore the Christian belief that God continues to create through the gift of procreation
- 1c** investigate the Christian belief that Jesus is the ultimate expression of God's unconditional love

**2. GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES**

- 2a** explore the Christian belief that God created people as physical, emotional, intellectual and spiritual beings
- 2b** explore the Christian belief that the gospel is a primary factor in healthy self-esteem.
- 2c** explore the Christian understanding that people have a responsibility to use their abilities in love and service

**3. GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM**

- 3a** explore the Christian belief that because God made all people in his image, people have a natural desire to be in relationship with God
- 3b** explore religion as an expression of people's desire to know God

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

List the features of the two Genesis accounts of the creation of human life. (1a,1b,3a)

Record the Bible's teaching about the value of human life as shown through Jesus. (1c)

Identify physical, emotional, intellectual abilities in themselves and others. (2a)

Identify and record Jesus' message in the parable of the three servants. (2c)

**ASSESSMENT STRATEGIES**

⇒ Part 1 and 2 of TRS C3/2

⇒ TRS C3/3

⇒ TRS C3/4

⇒ TRS C3/4

**UNIT SUMMARY**

In this unit students explore the Christian understanding of life. Students investigate Christian beliefs about the creation of human life, the value of human life, a fulfilling human life and eternal life. Students will also consider how Christian beliefs influence people's view in relation to life issues such as euthanasia or suicide.

## UNIT NOTES

Students explore Christian beliefs about human life. At the conclusion of the unit, students prepare a song, poem or booklet about human life.

## INTRODUCTION

### 1. WHAT IS LIFE?

For centuries people have wondered about the meaning of life. Students will investigate what Christians believe about human life. Use the initial activities to gauge the students' attitude towards life at this stage.

Discuss quotations about the meaning of life. See TRS C3/1. Students select the quotation that appeals most to them, or write their own statement. Discuss the students' responses.

Students work individually to find pictures in newspapers, magazines for a collage entitled, 'Images of Life'. Display and discuss the collages.

Tell students that they are about to explore the way in which Christians view life. Later in the unit they will consider how Christians might respond to contemporary life issues, eg drug abuse, euthanasia. They can monitor the news during the unit to select an issue/incident to study.

## DEVELOPMENT

### 2. GOD CREATED THE FIRST HUMAN LIFE

Christians believe human life is unique and a gift from God. The Bible story of the first people reveals why Christians believe human life is special. Christians believe that people were made in God's image and have the capacity to think, feel and choose. The Bible story says God used his own breath to give life to people and wanted a special relationship with them.

Write the statement 'God gives life' on the board and ask the students what they think this means. Discuss their responses.

Tell the students that the Bible has two accounts of the creation of people. See Part 1 of TRS C3/2.

Read Genesis 1:26–31. Students record what they believe is the author's message about the beginning of human life:

- v 26 God made male and female together.
- v 27 People are made in God's image [having the ability to think and reason, originally holy and able to relate to God].
- v 28 God puts people in charge of creation.

Read Genesis 2:7,18–25. Students list the features of the story:

- People are central to this account.
- v 7 God breathes into people.
- v 21 God makes woman.
- People are made for each other and for a relationship with God.

Use a Bible handbook to compare the accounts and discuss why the students think different things are recorded in each account.

Students may also read Psalm 8:3–9 for further information about people as God's creation. Discuss and record:

*What would Christians believe about human life from these accounts?*

### 3. GOD CONTINUES TO CREATE HUMAN LIFE

The Bible story of creation suggests that sex is a great gift from God. God gave people the ability to share in the creation of human life through procreation and to express love in the closest of relationships.

This is an excellent opportunity to provide a positive Christian message about sex. However, the activities will depend on the school policy and the individual teacher. You may want to invite a guest speaker from Family Life and/or divide the class into gender groups to share information. *Learning about Sex: A Series for the Christian Family* and *Let's Talk about Sex* are excellent resources.

Students individually write the word sex on a page and surround it with words or phrases they would associate with sex. Discuss common ideas and ask if they know Christian beliefs about sex. (Students may think Christians believe sex is wrong or dirty.)

See Part 2 of TRS C3/2. As a class revise the creation story and highlight Genesis 1:26–28. Read 1 Corinthians 6:19,20. Discuss with students:

- What is the Bible's message about sex?
- Does the Bible suggest sex and sexuality are dirty or wrong?
- Why do you think people believe Christians consider sex negatively?

- How do you think this view of human bodies affects the way Christians use their bodies?

Students investigate and discuss human reproduction, using a non-fiction text or video.

Share information about the development of a human foetus, eg pictures of a foetus at 6 weeks and 24 weeks. Discuss: When does human life begin?

Students read Psalm 139:13–18 in groups and prepare a choral reading of the verses to present to the class. Students record responses to:

*What do Christians believe about the creation of human life?*

#### 4. THE VALUE OF HUMAN LIFE

Christians believe that Jesus demonstrated the great value God places on each human life. He exchanged his life for people's lives and suffered their punishment for sin.

Students each list people they think value their life greatly, eg parents, friends. Discuss with students how these people show the students they are valuable.

- What would these people be prepared to do to save your life?

Tell students that the Bible has many stories and verses in which God demonstrates how valuable his people are to him. See TRS C3/3. Students read the story of Jonah and record what the story teaches about the value of human life to God.

Students read and record God's description of the value of people in the readings listed on TRS C3/3.

Discuss and record responses to:

- *What does the Bible reveal about God's attitude towards people?*
- *How does the Bible indicate that God has demonstrated the value of people to him?*
- *What do Christians believe about the value of human life?*

#### 5. A MEANINGFUL HUMAN LIFE

Christians believe Jesus is at the centre of their life, and he alone gives total fulfilment. Many things promise satisfaction, but fail to totally fulfil the human life. Teachers could use examples of people with wealth or fame who have given it all up in search of fulfilment. John 10:10b is the focus of this section.

Students conduct a survey of other students during a lunch or recess, asking: *What makes life meaningful and satisfying?* List the top ten responses and have each students rank them in their own order of priority.

Students work in groups and use TRS C3/4 to explore Bible passages about what Christians believe are priorities in life.

*What do Christians believe gives meaning to human life?* Compare answers to this question with responses from the survey.

#### 6. ETERNAL LIFE

Christian believe that through Jesus they have life that lasts forever. Lead students to consider the implications this can have for living today.

Discuss: The average span for human life is approximately 80 years. What happens after life?

Students read and record what the passages on Part 1 of TRS C3/5 reveal about eternal life. Discuss and record responses to:

- *How do Christians receive eternal life?*
- *How does eternal life affect the way Christians might live on this earth?*
- *What do Christians believe about eternal life?*

#### 7. CONTEMPORARY ISSUES

Students individually select an issue that relates to human life, eg suicide, euthanasia, abortion. See Part 2 of TRS C3/5. Students work in groups to discuss how Christians might respond to the issue. They may draw on notes they have taken during the unit research.

Students individually write a statement describing how this issue would be addressed by a Christian. To support their position, students can refer to any Bible passages they have studied in this unit.

### RESPONSE

#### 8. MY VIEWS

Students individually reflect on what they have learnt about Christian beliefs concerning human life. See TRS C3/6.

Students write a song, or a poem or a prayer which could be used for worship, expressing their personal reflections about meaningful human life.

## YOU WILL NEED

- ☐ TRS C3/1, C3/ 2, C3/3, C3/4
- ☐ magazines and newspapers
- ☐ Bibles

- ☐ *Luther's Small Catechism*
- ☐ non-fiction texts (or video) about human reproduction
- ☐ Christian reference material

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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. Compare different versions of traditional stories. Directed reading, reading alone. *Everyday texts:* Consider the needs of audience when speaking or writing. Develop discussion and problem-solving skills. Strategies for gathering, recording and reporting data.

**SOCIETY AND ENVIRONMENT:** *Investigation:* Reflect on knowledge and understanding. Formulate questions. Identify information sources. Gather, organise and interpret information. Identify similar data from different sources. Draw conclusions. Identify, analyse and clarify values. *Communication:* Consider audience in presentation. Match evidence to opinions and conclusions. *Participation:* Contribute to decision-making, cooperation skills. *Culture:* Consider the beliefs and values of the Christian faith. Consider points of view for comparison.

**HEALTH:** *Patterns of growth and development:* Research the function of the reproductive system.

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' knowledge of Christian attitudes towards human life?

How did I respond to the range of students' abilities to consider the implications of Christian values for real life issues?

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?

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Have you ever wondered what life is all about?  
Well, you are not alone! People have puzzled over this question for centuries.

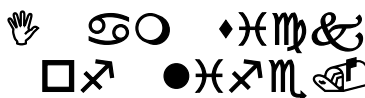
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**Life wasn't meant to be easy.**

Malcolm Fraser

**LIFE SUX.**

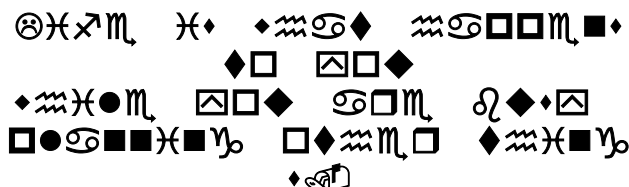
Brad Smith



Job

**I think,  
therefore I am.**

Descartes



John Lennon

**To be or not to be;  
that is the question.**

William Shakespeare

**Life is the movie you see through your own eyes.**

Denis Waitley

Life is either a daring  
adventure  
or nothing.

Helen Keller

**All the world's a stage,  
and all the men and women merely players.**

William Shakespeare

**What we are today comes from our thoughts of yesterday,  
and our present thoughts build our life of tomorrow:  
Our life is the creation of our mind.**

The Buddha

Life is made up of small pleasures.  
Happiness is made up of those tiny successes.  
The big ones come too infrequently.

Norman Lear

**The great end of life  
is not knowledge but action.**

Thomas Henry Huxley

*I am the master of my fate.*

W.E. Henley

**LIFE, be in it!**

Norm

**Eat, drink, and be merry,  
for tomorrow you may die.**

Life is real! Life is earnest!  
And the grave is not its goal.

Henry Wadsworth Longfellow

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Circle the quotation that best describes your attitude towards life at the moment.  
Write the reasons for your choice.

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Part 1

## God created the first human life

*The Bible has two accounts of the creation of people.*

Read Genesis 1:26–31. What does this account teach about human life?

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Read Genesis 2:7,18–25. What does this account teach about human life?

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Read Psalm 8:3–9. What does this psalm teach about human life?

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In *Luther's Small Catechism* read the first part of the Apostles' Creed and its explanation.

*On the basis of all these readings, what would you say Christians believe about the origin of human life?*

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Part 2

## God continues to create human life

Read Genesis 1:26,27,28, Genesis 4:1 and Psalm 139:13–18. What do these passages say about God's ongoing role in the creation of life?

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Read 1 Corinthians 6:19,20. How do you think this view of human bodies affects the ways Christians use their bodies? \_\_\_\_\_

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Read the song *What a Gift*, verses 1–3 (*All Together Everybody* #222)

*On the basis of all these readings, what would you say Christians believe about the ongoing creation of human life?*

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## The value of human life

Christians believe the Bible is the story of the importance of people to God.  
The Bible has many stories and verses which describe the value of people in God's eyes.

Read the story of Jonah: Jonah 1–4. In what ways does the story describe the value of people to God?

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Read Isaiah 43:4 and Isaiah 54:10. Describe the Bible's message about the value of people.

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Christians believe that in the life and death of his Son Jesus, God has demonstrated the value he places on human beings.

Work with a partner to read the following verses. What do they say about how God demonstrated the value of people to him?

Matthew 18:12–14 \_\_\_\_\_  
\_\_\_\_\_

Romans 8:38 \_\_\_\_\_  
\_\_\_\_\_

John 3:16, 15:13 \_\_\_\_\_  
\_\_\_\_\_

Romans 5:6–11 \_\_\_\_\_  
\_\_\_\_\_

*Luther's Small Catechism* also has information about the value of human life to God.

Read the Ten Commandments and the second part of the Apostles' Creed.

*On the basis of all these readings, what would you say Christians believe about the value of human life?*

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## The Meaningful Human Life

People can spend a lifetime searching for meaning in life.  
They can pursue many things, including wealth, fame and happiness.  
Christians believe that they find life's true meaning in their relationship with Jesus.

Work in a group to read the following Bible verses. To save time you may assign each group member with a different reading. What does the Bible say makes life meaningful?

John 11:25,26 \_\_\_\_\_

John 14:6 \_\_\_\_\_

John 10:10b–15,27,28 \_\_\_\_\_

Matthew 6: 24–34 \_\_\_\_\_

Romans 12:1–21 \_\_\_\_\_

The book of Ecclesiastes contains the thoughts of a philosopher. What do these verses say about a meaningful life?

Ecclesiastes 3:1–13 \_\_\_\_\_

Ecclesiastes 11:9 – 12:13 \_\_\_\_\_

Read the following Bible verses. What do they say about people's talents and abilities?

1 Peter 4:10,11 \_\_\_\_\_

1 Corinthians 10:31,33 \_\_\_\_\_

1 Corinthians 12:4–7 \_\_\_\_\_

Talk with a partner about what they consider to be your talents and abilities. List them under headings:

PHYSICAL

EMOTIONAL

INTELLECTUAL

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jesus told a story to explain people's responsibility to use the talents and abilities that God has given them. Read Matthew 25:14–30, substituting 'talents and abilities' for the word 'coins'.

What do you think Jesus' message was about people and their abilities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you think Jesus' message would affect the way Christians use their abilities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Part 1

### Eternal life

Life after death is a topic that fascinates many people.

People may even comment: 'There has to be more to life than this!'

Christians believe that life does not end when we die.

The Bible tells how people can experience eternal life. It also says that eternal life begins now.

Read John 3:16, John 5:24, John 6:47, 1 John 5:11–13, Romans 8:38,39. On the basis of these verses, what would you say Christians believe about eternal life?

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In *Luther's Small Catechism* read the Apostles' Creed (parts two and three). What does it say about eternal life?

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*How do you think the certainty of having eternal life would affect the way Christians view human life?*

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## Part 2

### Contemporary issues

Find an article in the newspaper about an issue that relates to human life,  
eg genetic engineering, suicide, substance abuse, abortion, euthanasia.

Write a brief summary of what the issue is. \_\_\_\_\_

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*On the basis of the research you have done in this project, how do you think a Christian would respond to the issue?* \_\_\_\_\_

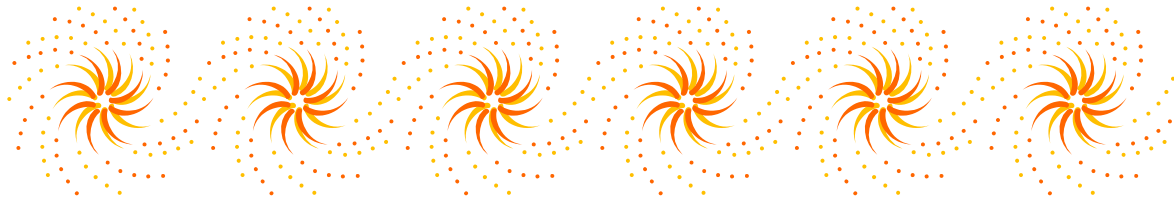
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OR *On the basis of the research you have done in this project, what reasons do you think a Christian would give for supporting or for speaking against such an issue?* \_\_\_\_\_

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# human life: my reflections

Reflect on what you have read, learnt and discovered about human life.

*Which Christian beliefs have challenged you?*

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*What have you learnt about human life?*

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*How do you think Christian beliefs about human life would affect your life?*

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*What do you think about human life?*

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*Use your reflections to write a poem, song or prayer about human life..*

