

**MODEL UNIT**  
**BAND C**  
**LEVEL 2**

# GOD GIVES LEADERS

**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 A LOVING RELATIONSHIP WITH ONE ANOTHER**
**1a** examine Bible teachings about human relationships and their complexity

**1b** explore the Christian belief that God has given the Ten Commandments to protect human relationships

**1c** investigate the Christian belief that love and forgiveness are the basis for positive relationships

**2. GOD PROVIDES SOCIAL STRUCTURES FOR THE WELFARE OF ALL PEOPLE**
**2a** investigate the Christian belief that social structures and authority are given by God for the welfare of human beings

**2b** explore the interrelationship between authority and responsibility

**3. GOD WANTS PEOPLE TO LOVE AND RESPECT ALL PEOPLES OF THE WORLD**
**3a** explore Bible teachings which direct people to love all peoples of the world

**3b** explore causes and effects of injustice and prejudice among people

**3c** investigate Christians who have worked towards love, respect and equality between peoples

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

Identify and record the characteristics of leaders in the Bible. (2a,2b)

List ways great leaders of the Bible worked for the welfare of God's people. (2a)

Describe the Bible and catechism's teaching about the authority and responsibilities of leaders. (1b,2a,2b)

Demonstrate understanding of their role as leaders in the school community. (2a,2b)

List ways Christians work towards love and respect for people. (3c)

**ASSESSMENT STRATEGIES**

⇒ observation of group discussion TRS C2/1

⇒ journal entry

⇒ journal entry

⇒ personal statement and action plan

⇒ journal entry

**UNIT SUMMARY**

Students explore the Christian belief that leadership roles are part of the relationships God has created for the welfare of human beings. They investigate the role of leaders in the Bible, the authority and responsibility God gives leaders and the Christian attitude towards leaders. They consider their own relationship to leaders and authority and develop a mission statement for their role as leaders in the school community.

## UNIT NOTES

This unit is an opportunity to study social structures and authority at various levels of society from a Christian perspective. The emphasis is on relationships that involve authority and leadership. Christians recognise these relationships as God's gifts. While the major focus is on leaders who have authority and responsibility in relationship to students, the unit also recognises that students in their final year of primary school are expected to assume leadership roles within the school community. Students keep a journal as the unit progresses (see TRS C2/1). They will use the information to develop a personal and a class statement about what leadership means in the school community, including their own role.

## INTRODUCTION

### 1. LEADERS

Introduce the investigation using Teacher Resource Sheet (TRS) C2/1.

Choose activities to explore the students' understanding of why we have leaders and what it means to be a leader:

- Play a game of *Follow the leader* or *Simon* says. Discuss the game.
- Students draw or write about what they think it means to be a leader. Discuss their views about leaders.
- As a class brainstorm a list of people whom students consider to be great leaders today and in the past. Discuss students' views about why we have leaders and what makes great leaders. Students develop a fact page about a great leader.

As students participate in the activities, explore questions such as:

- Who are the leaders in the class, school, family, community?
- Why do people have leaders?
- What does it mean to be a leader?
- What responsibilities do leaders have?
- What are the characteristics of a good leader?
- In what ways do people respond to leaders?

Students make journal entries of their views about being a leader.

## DEVELOPMENT

### 2. WHO ARE THE LEADERS?

This section need not be done in Christian Studies times.

Choose activities to assist students to explore leadership at various levels — world and national leaders, leaders in the local community, school etc.

- Invite the local mayor or member of parliament to speak to the class about what it means to be a leader and how their leadership roles benefit the community. Students list information on a chart.
- Students skim through newspapers to find articles about a national or international figure. Each student reads an article and lists what the leader is doing. Share the lists in groups. Discuss and record what the articles reveal about being a leader.
- View a documentary film about a leader such as Gandhi or Martin Luther King. Students record thoughts and questions. Discuss what makes the person a great leader. Write a profile of the leader.
- In pairs students brainstorm to list as many leadership roles as they can think of. Share results and arrange the roles in categories such as political, domestic, social, school.

Discuss:

- Why is it important to have leaders at various levels of society? What would it be like if there were no leaders?

Students make journal entries of what they have learnt.

### 3. LEADERS IN THE BIBLE

Christians believe that leaders are God's gift for the welfare of human beings. The Bible has stories of great leaders God gave his people for their welfare, care and protection.

Tell students that Christians believe that leadership is part of God's plan for protecting human beings. The Bible contains stories about leaders and what they did to care for and protect people. God gave these leaders authority but also responsibility.

Students choose the story of one of the Old Testament leaders listed on TRS C2/2. Each student reads and prepares a brief summary of what their story teaches about leaders. Share these in groups.

As a class discuss:

- Why were these leaders needed?
- Where did the Bible leaders get their power and authority from?
- What did the leaders do for God's people?
- What kinds of relationships do the leaders have with other people and God?

- Why do you think the Bible includes stories about leaders who have doubts, make mistakes and fail?

Students make journal entries about Bible leaders.

#### **4. ATTITUDES TOWARDS LEADERS**

Show students pictures of leaders in the community, eg the prime minister, a person from the police force, the principal, parents. Discuss:

- What are some of the ways people respond to leaders or people in authority?
- What does it mean to follow the leader?
- What should be people's attitude towards leaders or people in authority? Why?

Tell students that Christians believe that leaders are God's representatives. They are to carry out God's work of looking after people.

Read and discuss: Matthew 22:15–22;  
Romans 13:1–10 1 Peter 2:13–17

To gather further information on what Christians believe about attitudes towards leaders, students read in Luther's *Small Catechism* the explanations of the fourth commandment and of the fourth prayer of the Lord's Prayer, and the section headed 'Christian Responsibilities' (Table of Duties). Discuss:

- What do Christians believe should be their attitude towards leaders?
- How does this apply to relationships in the school community?

Students make a journal entry about Christian attitudes towards leaders and the implications this has for various sections of society.

#### **5. CHRISTIANS ARE CALLED TO BE LEADERS**

God doesn't give leadership roles only to Christians. God does, however, expect Christian leaders to provide models as conscientious, caring leaders who recognise that they answer to God and therefore are directed by his will. All Christians are called by God to be leaders in the world in showing love and forgiveness in all their relationships.

Students work in groups to read and investigate the following Bible readings about ways Christians can be model leaders, especially in their relationships with others.

Matthew 5:13–16      Matthew 18:21–35  
Luke 6:27–36      John 13:34,35  
Romans 12:1–21      1 John 4:19

Each group records:

- Why are Christians to be leaders in their relationships with others?
- What are Christians called to do in their relationships?

Students work in pairs to read a news article about Christians leading a community in showing love and respect to others (see TRSC2/3). Discuss:

- What did the Christian's love and respect lead them to do?
- How did their actions impact on the lives of others?
- What aspects of the story could be applied to the school situation?

Tell students that Christians believe that God has given some clear directions for their relationships with others. The Ten Commandments that God gave Moses for his people are still used by Christians today in their relationships.

- How do the Ten Commandments apply to relationships in the school community?

Students make journal entries about Christians as leaders in the school and local community through their relationships with others.

- In what ways are Christians leaders in the community?
- What qualities should feature in our class relationships as leaders in the school community?

### **RESPONSE**

#### **6. LEADERS AT SCHOOL**

Brainstorm a list of issues facing the school community, eg school rules and discipline; attitudes towards teachers; bullying, lonely students. Students role-play how they can react to each situation — either as people under the leadership of others, or as leaders themselves. They use TRS C2/4 to develop a mission statement and action plan for their role as leaders in the school community.

Students reflect on their journal entries and what they have learnt during the unit. Each student writes a personal statement about what it means to be a leader in the school community addressing the following questions:

- Why do you believe leaders are important?
- What are your responsibilities as leaders in the school community?
- How can you as a school leader promote positive and loving relationships in the school community?

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> a film or documentary about a great leader, eg Martin Luther King, Gandhi</li><li><input type="checkbox"/> copies of TRS C2/1,2,3,4</li><li><input type="checkbox"/> leaders to speak about leadership</li><li><input type="checkbox"/> pictures of leaders</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> a news article depicting Christians as community leaders in acting out of love and respect for others, eg <i>I was a stranger and you welcomed me</i> (<i>The Lutheran</i>, 21 December 1998)</li></ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Everyday Texts:* Consider needs of audience when speaking. Develop discussion and problem-solving skills. Use strategies for gathering, recording and reporting data. Report findings in speech and writing.

**HEALTH:** *Community Practices:* Develop codes of behaviour to enhance cooperation and relations.

**SOCIETY AND ENVIRONMENT:** *Investigation, Communication, Participation:* Formulate questions, reflect on knowledge and understanding. Identify information sources. Gather, organise and interpret information using diagrams. Identify similar data. Draw conclusions. Identify, analyse and clarify values. Consider audience in presentation. Cooperation skills.

from 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' concepts of what it means to be a leader?

How did I respond to the range of students' attitudes towards leadership roles in the school community?

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?

# ***LEADERS* IN THE SCHOOL COMMUNITY**

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Leadership is important in any community. It is important in our school community. There are various leadership roles in our school. We need to understand those roles — who has authority and responsibility? You need to think about your attitude towards people who have leadership roles in the school.

You have a leadership role in the school. This is your final year of primary school. Younger students, teachers and parents look to senior students as leaders in the school community.

So there are some important questions about leadership:

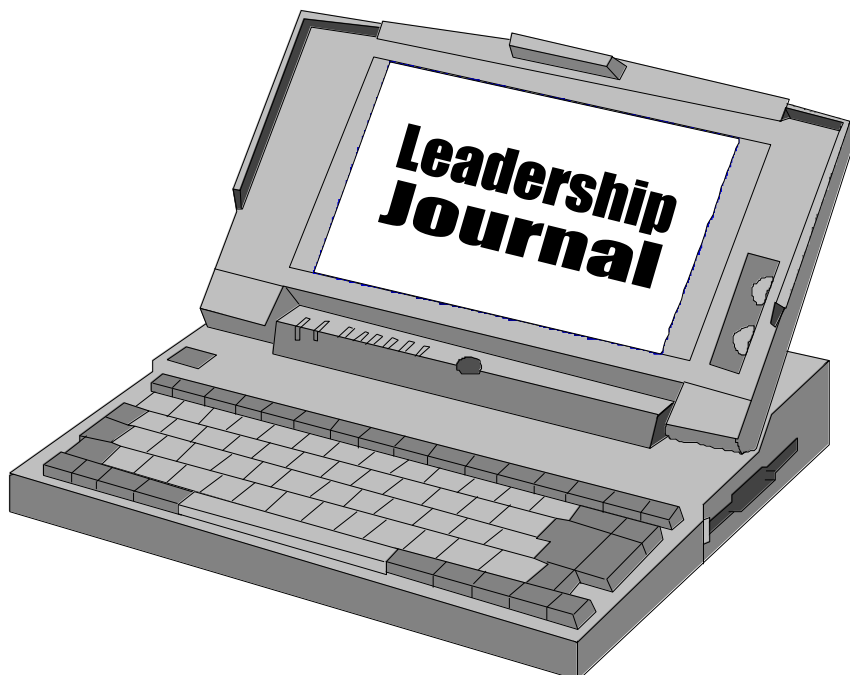
- Why is it important to have leaders?
- What does the role of a leader involve?
- What are the secrets to being a good leader?
- What advice does the Bible give to leaders?

In our *Christian Studies* lessons we are about to explore what it means to be a leader.

You will be keeping a journal during the unit and recording what you learn about leadership as the unit progresses. This information will assist you to write a personal statement about leadership. It will also help the class to develop a mission statement and action plan for the last year of primary school.

You will need to record information on the these topics:

- What do you know or think about leadership now.
  - Leaders in the Bible
  - Christian leaders
  - Attitudes towards leaders
- Ways Christians are called to be leaders in their relationships



# LEADERS IN THE BIBLE

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The Bible has many stories of people who served as leaders in the history of the Israelite people.

Work in a group.

Each group member can choose one of the stories listed below to read and summarise for the group.

An unlikely leader ----- **Moses** ----- Exodus 3:1 – 4:31

A leaders with doubts ----- **Gideon** ----- Judges 6:1 – 8:28

A wise leader ----- **Solomon** ----- 1 Kings 2:1–4; 3:1–28; 4:20–34

A ridiculed leader ----- **Nehemiah** ----- Nehemiah 5:1–19; 6:1–13

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My leader is \_\_\_\_\_

Summary of the story:

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Characteristics of my leader:

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Why was this leader needed? \_\_\_\_\_

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What did this leader do for God's people?

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What type of relationship did he have with God and with God's people?

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# I was a Stranger and You Welcomed Me

**T**he Lutheran Church at Wagga Wagga, New South Wales has been actively involved in welfare work for many years. The opportunity to reach out even further came in the early 1990s when they were challenged to form a refugee support group, joining the local Wagga Community Refugee Settlement Scheme (CRSS).

## ***Dulcie Noack tells of the beginning of the Lutheran group:***

Bethlehem congregation became involved in caring for refugees when the local Roman Catholic priest rang Pastor Gerhardy, telling him they were expecting some refugees from El Salvador. Papers indicated that they were Lutheran. Could we care for them?

Fortunately the Catholic CRSS group had already settled some families and had secured accommodation for these expected arrivals. They were also willing to help us deal with all the necessary arrangements.

An appeal went out for anything and everything that is required to set up a home, and the congregation and friends were very generous. We were supplied with almost all that was needed. These people come with nothing but a few personal possessions.

## ***Group coordinator for the Lutherans, Erwin Richter tells of assisting refugee families from another part of the world***

The role of assisting refugee families, many arriving in Australia from regions of the former Yugoslavia, though at times difficult, is a most rewarding experience. Many have survived dangerous situations, and some have experienced tragedy, seeing family members killed in the war and homes and possessions destroyed. The bitterness and hatred experienced by many of these unfortunate people has created much anxiety and apprehension, and they wonder what they may expect when they arrive here.

Our initial aim is to assure them of our care and loving kindness. They find it hard to understand why we wish to help them.

The comment of a Muslim Bosnian woman, with one child, probably best explains their feeling when she confessed she had never realised what Christianity meant until she and her family arrived into our care in Wagga.

Another Muslim Bosnian, a mother three young children, has expressed her wish to have her children brought up as Christians. This woman lost her

husband, killed just three days before the war in Bosnia officially ended!

The children of three families that have come under our care over a period of some six years are attending the Wagga Lutheran Primary School.

We are thankful for the opportunity to help these people and for being able to introduce these people to our Christian belief in a dear Lord God who is all caring, loving and protective.

## ***A message from refugee Mediha Lazarevic at the Wagga Lutheran church service for refugee week:***

My name is Mediha Lazarevic. I have three children. We are refugees from Yugoslavia. On 11 March 1998 we arrived in Australia.

I decided to come to Australia to start a new life for a happier future because for many years there had been war in Bosnia Hercegovina where I had been living for 30 years. I don't like to talk about the war because I want to forgive and forget. War is one word but it creates a river of tears and blood. Many mothers' sons have been killed and many children, sadly, can only remember playing with their fathers.

Why war? Who will now play with our children? My husband, my beautiful person in my life, was killed because of the war, but he is always living in our lives.

Many children of all colours, race and religion around the world will always cry because of war.

I would like to speak, not only for myself, but also for many other refugees who have come to Australia. I have been living in Australia seven months and I can say it is a beautiful and free country for people of all religions, colours and races.

We have felt the love of Australian people through our sponsor groups. Sometimes we are very upset because we miss our families, but now we have new families — they are Australian people.

I would like to speak about Erwin Richter and his wife, Alma. They act as father and mother to many refugee families. Irwin has many grandchildren. It doesn't matter what colour or religion.

Some time ago my children and I visited my friends in the sponsor group. My eldest asked Alf Dudley and his wife, Elaine, 'Will you be my grandfather and grandmother?' 'Of course, Daniel', they answered. Their eyes were full of love.

God wants people to love not to hate. GB

excerpts from an article in *THE LUTHERAN*, 21 December 1998

# ***SCHOOL LEADERS***

## ***MISSION STATEMENT***

Our mission statement for our last year in primary school will be:

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## ***STRATEGIC PLAN***

<b>Issues we wish to address in our school community</b>	<b>Our goal for this issue</b>	<b>What we will do (be specific)</b>
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2		
3		
4		
5		
6		

