

MENU

BIBLE REFERENCES

1

God creates people to live
in loving relationship
with each other

**God creates people to live in relationship
with one another**

Genesis 2:15–25

The impact of sin on human relationships

Genesis 3:1–13 Romans 1:28–32

Galatians 5:19–21

**Stories about the complexity of human
relationships**

Jacob and Esau Genesis 25:19 – 33:16

Joseph and his brothers Genesis 37 – 50

Jesus' friends: Lazarus, Mary and Martha
Luke 10:38–42; John 11:1–44; John 12:1–8

Ruth and Naomi Ruth 1 – 4

Loving relationships

Matthew 5:43–48 1 Corinthians 13:4–8a

Colossians 3:12–15 1 Peter 3:8

1 John 3:18 1 John 4:11

1 John 4:19–21

Forgiveness

Matthew 18:21–35 Luke 15:11–32

Ephesians 4:32 Colossians 3:13

1 John 4:19

2

God provides social structures
for the welfare of all people

Families

Cain and Abel Genesis 4:1–16

Jacob and Esau Genesis 25:19–34
Genesis 27:1 – 28:5

Joseph and his brothers Genesis 37

Absalom and Tamar 2 Samuel 13

David and Absalom 2 Samuel 13:23 – 18:33

Naomi and Ruth Ruth 1:1 – 4:22

Proverbs 23:22–25 Proverbs 30:17

Ephesians 6:1–4

Friendship

Proverbs 16:28

Proverbs 17:17

Proverbs 18:24

Proverbs 19:4,6

Proverbs 22:24

Proverbs 27:6

John 15:13

1 Corinthians 13:4–8a

Ecclesiastes 4:9–12 Galatians 6:1,2

The friendship of David and Jonathan

David in Saul's service 1 Samuel 16:14–23

Friendship sealed 1 Samuel 18:1–4

Saul's jealousy of David 1 Samuel 18:5–16

Jonathan defends David 1 Samuel 19:1–7

David and Jonathan make a plan
1 Samuel 20:1–23

The plan carried out 1 Samuel 20:24–42

David spares Saul's life 1 Samuel 24

The death of Jonathan and Saul
1 Samuel 31:1–6

David's lament 2 Samuel 1:23–27

Relationships between Christians

Romans 12 Galatians 3:26–28

Galatians 6:1–5 Ephesians 4:1–7,17–32

Living in society

Matthew 22:21 Romans 13:1–14

1 Peter 2:13–17

**Relationships between parents and
children**

Proverbs 1:8,9 Proverbs 29:15,17

Ephesians 6:1–4 Colossians 3:20,21

Relationships between husbands and wives

Ephesians 5:21–33 Colossians 3:18,19

Leaders in the Old Testament

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

A leader with doubts: Gideon Judges 6:1 – 8:28

A leader who sinned: David
2 Samuel 7; 2 Samuel 11:1 – 12:15

A wise leader: Solomon 1 Kings 2:1–4;
1 Kings 3; 1 Kings 4:20–34;
1 Kings 8:54–66

A ridiculed leader: Nehemiah
Nehemiah 5; 6:1–13

Jesus' model of leadership

Matthew 20:20–28 Mark 9:33–37
 Mark 10:43,44 Luke 6:27–36
 John 13:1–20 John 15:12–14

Jesus' teaches about the responsibilities of leaders

Matthew 18:21–35 Matthew 28:16–20
 Luke 6:27–36 Luke 9:1,2
 John 15:12–14

Respect for leaders

Matthew 22:15–22 Romans 13:1–10
 1 Peter 2:13–20

When not to obey leaders

Acts 5:27–29 1 Peter 2:13–20

3

God wants people to love and respect all peoples of the world

Racial intolerance

Jonah and the Ninevites Jonah 1 – 4

Jesus shows love for all people

The widow's offering Mark 12:41–44
 Jesus calls Levi Luke 5:27–32
 Jesus heals the Roman officer's servant
 Luke 7:1–10
 Parable of the good Samaritan Luke 10:25–37
 Parable of the great banquet Luke 14:15–24
 Jesus heals people with leprosy Luke 17:11–19
 Parable of the Pharisee and the tax collector
 Luke 18:9–14
 Zacchaeus Luke 19:1–10
 Jesus and the Samaritan woman John 4:3–42
 Simon and the prostitute Luke 7:36–50

Love for all people

Love of foreigners Leviticus 19:33,34
 John 3:16 Acts 10
 Acts 10:34,35 Romans 10:12,13
 1 Corinthians 12:12–31 1 Corinthians 13:1–7
 Galatians 2:11–14 Galatians 3:26–28
 Ephesians 2:14–18 Ephesians 4:3–6
 Colossians 3:15–17 1 John 4:7–21

KEY BIBLE VERSES TO HEAR AND REMEMBER

*Faith in Christ Jesus is what makes each of you equal with each other,
 whether you are a Jew or a Greek, a slave or a free person, a man or a woman.*
 Galatians 3:28 (CEV)

*If you want to be great, you must be the servant of all the others.
 And if you want to be first, you must be the slave of the rest.*
 Matthew 20:26,27 (CEV)

*God loves you and has chosen you as his own special people.
 So be gentle, kind, humble, meek and patient.
 Put up with each other,
 and forgive anyone who does you wrong, just as Christ has forgiven you.*
 Colossians 3:12,13 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God creates people to live
in loving relationship
with each other

As students come from a range of family settings, be sensitive to and inclusive of all students when discussing family issues.

Develop with students guidelines for discussion sessions to prevent disclosure of confidential information about their family.

Encourage students to talk to you or the school counsellor or pastor about issues or problems that arise.

WHAT IS A FAMILY? Students work in groups to write their own definition for the word 'family'. In groups they list all the things people can learn from families, eg how to communicate feelings, appropriate behaviours, understanding of gender. As a class make a combined list and go on to explore Bible stories that show the complexity of family relationships (see Bible References Menu). (1a,2a)

PLAY GAMES To lead into an investigation of human relationships, play some fun and cooperative games. Talk about what it is like to share experiences with friends. Discuss:

- What is the best time you have ever had with friends?
- In what ways do relationships affect people's lives? (1a)

PARENTING Conduct a guided meditation to assist students to identify with being a parent.

Imagine that you have just become the parent of a beautiful little boy or girl. He or she looks just like you and you are absolutely delighted. The day arrives when you are to take the baby home from hospital. You are excited and scared all at once. As a parent you will be responsible for this little person from this day on.

- What will you do to be the best parent you can?
- What expectations will you have of your son or daughter?

Discuss students' responses and the complex role parents have. Go on to explore the Bible's teachings about family relationships, in particular parenting. (1a,1b,2a)

MY THOUGHTS ON FRIENDS

Students complete sentences related to friendship, eg

A friend is . . .

A bully is . . .

I like people who . . .

I dislike people who . . .

I am a good friend because . . .

People like me because . . .

I choose friends who are . . .

Discuss students' views about friendships and go on to explore the impact love and forgiveness can have on friendship. (1a,1c)

HATE Read *Space Demons* by Gillian Rubinstein. During the reading discuss:

- What impact does hate have on the relationships of the key characters?
- How would forgiveness change the relationships?

Use the activity to lead into an investigation of the complexity of human relationships and the importance of love and forgiveness. (1a,1c)

I VALUE THIS IN A FRIEND Students brainstorm a list of things they value in friends, eg sense of humour, trust, being able to share secrets. As a class decide on the top ten things valued in friends. Individually, students copy these and rank them according to the most important to least important.

Students could develop a list of rules for friendships. This provides a lead into an investigation of the Bible's and catechism's teaching about relationships. (1a,1b)

POEMS Students work in groups and are given a range of poetry books. Students skim through the books to find poems about relationships between people. Each group chooses a poem about relationships to present to the class. After each poem discuss the message of the poem. When all students have shared their poem, as a class make some general statements about relationships. Have students also brainstorm a list of questions they have about relationships. These could be sorted and form the basis of an investigation of what the Bible teaches about relationships. (1a,1b,1c)

DIFFICULT CHOICES To introduce the topic of friendship, provide students with a scenario about friendship in which they are faced with a difficult choice, eg lying to their parents to maintain a friendship. Students discuss with a partner what needs to be considered when making such a choice and what students might do if placed in a similar situation. Discuss as a class:

- Which choice had the worst consequence? Explain your answer.
- How important is friendship to someone your age?
- What are some of the unwritten laws which govern friendships of your age?

Students go on to study Bible stories and readings about friendships and loving relationships. (1a,1b)

ROLE-PLAY Provide groups of students with different scenarios about difficulties in friendships, eg friends betraying someone's trust, friends asking someone to lie for them. Students role-play the scenario and then show two alternative endings. Discuss the role-plays and ways in which friendship can cause problems at times. (1a,1b,1c)

MY FAMILY To introduce an investigation of relationships within families, students bring along five favourite photos of their family. Be sensitive to students who may be living in a foster-family or temporary family setting. Each student could Blu-Tack the photos on a poster with their name and the heading: My Family. They can surround the photos with their thoughts and comments about families. (1a,1b,1c,2a)

DIVORCE Read a novel which deals with divorce and separation, such as *Dear Mr Henshaw*, to explore people's reaction to their parents' separation. Discuss ways in which human relationships can be both difficult and rewarding. (1a,1c)

2

God provides social structures for the welfare of all people

AUTHORITY Students individually record the names of people who have authority over them and the names of people who students believe they have authority over. Use the lists to discuss with students their understanding of authority. Use dictionaries to develop a common understanding of the word 'authority'. Go on to explore what Christians believe about authority and people's response to it. (2a,2b)

FRIENDS AND FAMILY ARE FOR . . .

Students work in groups to write in one list what families are for and in another what friends are for. Each group shares their lists and what they believe are the major differences between the roles of families and friends in people's lives. Discuss with students:

- In what ways has your relationship with your friends changed over the years?
- In what ways has your relationship with your family changed over the years?

Use the activity to lead into an exploration of the changes young people experience in their relationships with family and friends.

(2a,2b,1a,1b)

FREE TO DO WHATEVER YOU WANT

Write the following statement on the board and ask students to respond to it individually: 'Human beings are free to do whatever they want to whomever they want'. Discuss students' responses and students' ideas about what it means to live as a good member of society. Introduce the Christian belief that God has created people to live in relationship with each other and has instructions in the Bible for living with others. (1b,1c)

FAMILY SURVEYS Students work in groups to develop a survey that will assist them to gain information about the nature and activities of families of students in the class. It would be a good idea to discuss with the class what questions are appropriate. They collect and collate the information. Each group presents the results of their survey to the class. (2a,2b)

PEER PRESSURE Introduce the concept that peer groups are one of the social structures to which students belong. Students work in groups to develop role-plays which will show their understanding of the positive and negative affects of peer pressure. After viewing the role-plays discuss:

- In what ways can peer groups be a positive social structure?
- In what ways can peer groups be a negative social structure?
- What issues or questions would you like to explore about relationships in peer groups?

Use the list of students' issues and questions to form the basis of an investigation of peer groups and the Bible's teaching about relationships. (2a,2b)

SOCIAL STRUCTURES Students work in groups to list all the different social structures they belong to, eg family, school class, school community, local community. Ask students to identify who has authority in each structure and what students believe is their role or responsibility in each structure. (Include in the list governments, law and order maintenance, health care, protectors, service providers.)

Go on to explore what Christians believe about social structures and their benefits. (2a,2b)

LEADERS (1) Play a game of Follow the Leader. Discuss the game and ask students to draw or write about what they think it means to be a leader. Share these as a class and develop a list of common ideas about what it means to be a leader. During this time use questions such as:

- Can leaders do whatever they want? Why or why not?
- What are important qualities in leaders?

Go on to investigate the social structures in the community and leaders of these structures. Explore what Christians believe about social structures and being a leader. (2a,2b)

FAMILIES ON TV View a television program which presents family life, eg a half-hour sitcom. Students identify the key family members. Each student chooses a family member to observe closely during the program and record their activities. As a class discuss the way in which family members are presented. Discuss family members' roles within the family.

- Which family members have authority?
- What responsibilities do family members have?
- Does the program present a realistic picture of family life? Why or why not?

Lead onto an exploration of pictures of family life given by Bible stories and teaching. (2a,2b)

3

God wants people to love and respect all peoples of the world

DEBATE Divide the class in half. Give students the following statement to debate: *The world would be a better place if everyone was like me.* Develop some basic guidelines for the debate, eg people must raise their hand to speak and each person can only speak twice. At the completion of the debate make a list of the best reasons for and against the statement. (3a,3c)

INJUSTICE Use a range of dictionaries to define the word injustice and write a common definition on a chart. Students individually reflect on their experiences of injustice. Volunteers can be asked to share their experiences. Add information to the class chart about reasons people might experience injustice. Go on to explore the causes of injustice and ways Christians can respond. (3a,3b,3c)

ME AND MY CULTURE Students draw a picture of themselves and surround it with things that they believe represent their culture, eg food, activities, clothes, words or phrases. Students share these in groups and discuss similarities and differences.

Display the pictures and as a class discuss what they reveal about the cultural background of people in the class.

- Are the pictures typical of all people in Australia?
- What cultural images could we include to represent more fully the cultures of people in Australia?
- What are the benefits of a multicultural Australia?
- What do you see as some of the difficulties?

Go on to explore the Bible's message of love for all people and stories of Jesus speaking out against prejudice. (3a,3b,3c)

PREJUDICE Students skim through magazines and gather a range of pictures of people whom they would be happy to have as their friends. Discuss with students what criteria students used to select their friends. Show students pictures of people who are poor, of another culture or physically challenged. Ask students to consider whether they would like each of these people to be their friends and why or why not.

Discuss students' attitudes towards various groups of people and introduce the word 'prejudice' and what it means to 'pre-judge' people. Use dictionaries to define the word 'prejudice'. Tell students that all people have prejudices which cause them to group people together and label them or stereotype them. Ask students to list groups in Australia who face prejudice or stereotyping. Discuss: What are the advantages and disadvantages of pre-judging people?

Use the activity to lead into an investigation of Bible readings on prejudice and the Christian belief that God calls Christians to love all people. (3a,3b,3c)

DIFFERENCES Students work with a partner to list all the ways in which they are different from each other. Each pair shares with another pair. As a class discuss:

- In what ways are differences important?
- In what ways can differences affect relationships between people?
- What do you think the French phrase 'vive la difference' might mean?

Go on to explore the Christian belief that the Bible directs Christians to love all people. (3a,3b,3c)

STEREOTYPES Brainstorm different ways people can be grouped or labelled in society, eg skin colour, rich/ poor, nationality, gender, religion, literacy, able-bodied/ physically challenged. Discuss:

- Why do you think people are grouped in this way?
- Is there a positive or negative effect of such grouping of people?

Tell students that when people are grouped like this, it can lead to stereotyping. Explore stereotyping in the media and discuss how it influences people's attitudes. Go on to explore the Bible's teaching that God accepts and loves all people and that each individual person is precious to him. (3b)

EQUAL RIGHTS Students view a video or documentary about a person who worked towards equal rights between people, eg *Mabo* or *Cry Freedom*. Students record the injustice that was being experienced and how the person worked towards justice. Use this activity to lead into an investigation of Christians who have worked towards love and respect between people. (3c)

MENU

DEVELOPMENT ACTIVITIES

1

God creates people to live
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LOVE AND FORGIVENESS Students explore the Bible's teaching about love and forgiveness, using a selection of readings from the Bible References Menu. They compile a list of 'God's Directions for Human Relationships'. With each direction students provide an example of a way in which the Bible's teaching could be applied to their relationships with family and friends. A series of role-plays could be developed for a devotion in class or school. (1c,1b)

FAMILY RELATIONSHIPS Working in groups, students use Bible encyclopedias and handbooks to research and gather information about family life in Bible times. They could create a wall display of the information they gather.

Students investigate and prepare a verbal or written report on the family relationships described in one of the following stories:

- Cain and Abel
- Jacob and Esau
- Joseph and his brothers
- David and Absalom
- Ruth and Naomi

After the reports discuss as a class:

- Why do you think the Bible includes the positive and negative aspects of living in families?
- What things do the Bible stories say are important in family living?

Provide time for students to reflect individually in writing or drawing what they have learnt about families. (1a,1c,2a)

SONGS ABOUT RELATIONSHIPS

Listen to and read the lyrics of a range of Christian songs about human relationships, eg *Pentecost Prayer, Brother, let me be your servant* (from the *All Together* series).

Students work in groups to choose a song and prepare a presentation about the song for the class. The presentation must include an explanation of the message of the song and ways the students believe the song relates to them. If songbooks cite Bible verses related to the songs, these can be added. The songs could be collated in a class songbook. (1a,1b)

MARRIAGE AND FAMILY

CELEBRATIONS Students identify and investigate special celebrations of families, eg birthdays, Christmas, marriage, birth of children, confirmation. Discuss and identify those celebrations that may have special significance for Christians. Students use texts about the Christian faith to gather information about the Christian understanding of these events as celebrations of God's design that people live in relationship with one another.

The local pastor could explain what is said in preparing people for these celebrations. Students work in groups and choose a Christian celebration to report on to the class. (1a,2a,1c)

MARRIAGE AND DIVORCE

This concept provides the ideal opportunity to present the Christian view of marriage.

Christians believe that God's will and intention is that marriage should be permanent with unconditional commitment.

However, human beings are incapable of perfect relationships. The breakdown of relationships can lead to divorce.

Be sensitive to students who may have experienced divorce or who may be living with parents who are in a de facto relationship.

Investigate Christian beliefs about marriage, choosing from the following options:

- Study a Christian marriage ceremony.
- Explore the Bible's teaching about marriage.
- Interview a Christian couple.
- Examine Christian reference texts.
- Read Luther's *Small Catechism*.
- Invite a Christian counsellor to share information about issues which involve families, eg divorce, conflict resolution. The counsellor could suggest ways students can cope with divorce or support a friend whose family is experiencing a divorce.

Students keep a journal, recording their learning, thoughts and comments as the unit progresses. (1a,1c)

CATECHISM'S SECRETS FOR RELATIONSHIPS

In Luther's *Small Catechism* students explore

- commandments 4–10
 - the fourth prayer in the Lord's Prayer, and
 - Christian Responsibilities (Table of Duties)
- as an introduction to what Christians believe about living in social structures such as families, peer groups and communities. Students use the information to develop a pamphlet with guidelines for young people's relationships in the various social structures. (1b)

DAVID, SAUL AND JONATHAN

To explore the complexity of human relationships, read the story of David, Saul and Jonathan from the Bible or a story book:

- David in Saul's service 1 Samuel 16:14–23
- Friendship sealed 1 Samuel 18:1–4
- Saul's jealousy of David 1 Samuel 18:5–16
- Jonathan defends David 1 Samuel 19:1–7
- David and Jonathan make a plan 1 Samuel 20:1–23
- The plan carried out 1 Samuel 20:24–42
- David spares Saul's life 1 Samuel 24
- The death of Jonathan and Saul 1 Samuel 31:1–6
- David's lament 2 Samuel 1:23–27

The class could create a story map or a series of pictures to show the relationships between the key people and the way in which these changed. Students individually keep a journal, reflecting on the relationships of the people in each story. The following are suggestions for journal entry topics:

- Describe the feelings of the people in the story.
- Describe a time when you felt like one of the people in the story.
- What can people learn about relationships between people from the story?
- Christians believe that God wants all people to live in loving and forgiving relationships. What do you think God would find pleasing and displeasing in the stories? (1a,1c)

2

God provides social structures for the welfare of all people

LIVING IN SOCIETY Assign students sections of Jesus' Sermon on the Mount (Matthew 5,6,7) to study and record what direction it gives for Christians' relationships and life in today's society.

As a class discuss the implications of the teaching for relationships within various social structures such as the family, peer groups, local community and global community.

Discuss:

- What instruction does Jesus give for living as a member of a family, peer group, local or global community?
- Why do you think Christians believe that social structures are part of God's plan to care for people?

Students prepare a comic strip to show a day in the life of a Christian in their local or global community. (2a)

SOCIAL STRUCTURES PROTECT AND CARE

Students work in groups to list social structures and positions that are designed to care for people and to protect human relationships, eg government agencies, law and order agencies, welfare organisations, counsellors, doctors.

Each student chooses one structure or position and lists ways in which they protect and care for human relationships.

Read and discuss Paul's teaching in Romans 13:1–7 and other passages listed in Luther's *Christian Responsibilities* (Table of Duties) to present a Christian view of social structures and positions. Interview Christians who work in structures or positions of care and protection, such as a member of parliament, a police officer, a welfare officer, to explore ways in which they protect and care for human relationships and how they see their role as part of the structure God designed. (2a)

FAMILIES Students explore how New Testament passages such as Ephesians 5:22 – 6:4 and Colossians 3:18–21 express the belief that God designed families for the welfare of people. Use handbooks and encyclopedias to research the context in which the Bible teachings were written. Based on their investigation, students design job descriptions for parents and for children in families. (2a,2b,1b)

LEADERS (2) Christians believe that leaders are part of God's provision for the welfare of human beings. Students investigate stories about leaders in the Bible, eg Moses, David, Gideon, Solomon (see Bible References Menu). They work in groups and prepare a profile of each leader and a report on how each leader worked for the welfare and protection of God's people. As a class discuss the stories:

- What authority (or power) did the leaders have?
- Where did their authority (power) come from?
- What responsibilities did the leaders have?
- How did the leaders care for God's people?
- Why do you think there are leaders in schools, families, society?

Students investigate and prepare reports on contemporary Christian leaders who work or have worked for the care and protection of people, eg Desmond Tutu, Dietrich Bonhoeffer, Martin Luther King. (2a,2b)

WISDOM AND LEADERSHIP Students investigate and record what King Solomon teaches about leadership.

Solomon prays for wisdom 1 Kings 3:1–15
 Solomon judges a difficult case 1 Kings 3:16–28
 Solomon's wisdom 1 Kings 4:29–33
 Solomon's prayer and dedication of the temple 1 Kings 8:54–66

Discuss:

- Why do you think Solomon was called a wise leader?
- How did Solomon care for God's people?

Introduce Solomon's book of Proverbs. Students work in pairs and conduct a study of the book of Proverbs. Their task is to gather advice and information that could be used to teach others about leadership. They prepare a workbook to train others about the responsibilities of being a leader. (2a,2b)

PANEL OF PARENTS Invite Christian parents in the school community to form a panel. Choose parents carefully to ensure that they will be able to provide appropriate responses to students' questions. It might also be a good idea to choose people who are not parents of students in the class, as students may find this embarrassing.

Before the day of the panel, prepare questions for parents to answer. Keep the questions general, eg

- What do you like about being a parent?
- What is the most difficult thing about being a parent?
- What responsibilities do you have as a parent?

- Do you think the family structure is important? Why or why not?
- How does being a Christian affect your approach to parenting? (2a)

3

God wants people to love and respect all peoples of the world

IF JESUS WERE A TEENAGER

TODAY Students investigate stories about Jesus which demonstrate his outspoken views about prejudice and inequality. Include stories about the type of people Jesus mixed with and people he cared for. Students prepare a poster entitled 'If Jesus were a teenager today'. They prepare a series of statements or drawings to explore ideas such as:

- He'd hang out with . . .
- He'd wear . . .
- He'd tell stories about . . .
- He'd get really angry about and speak out against . . .

Students discuss or reflect on the question: How would I treat a person who behaved like Jesus would? (3a,3b,3c)

PREJUDICE Students read stories from the gospels in which Jesus responded to the prejudice of others, eg Jesus calls Levi, Jesus accepts Zacchaeus, Jesus and the Samaritan woman; Simon and the prostitute (see the Bible References Menu).

Students use Bible handbooks to investigate the stories and prepare a report for the class about Jesus' response to prejudice. Ensure students explore the cultural context of their story, eg the social status of tax collectors or women. Students reflect on the prejudices Jesus might encounter today and retell one of the stories in today's context. These stories could form the basis for a school devotion on prejudice. (3a,3b,3c)

THE GREAT BANQUET Read and investigate the parable of the great banquet (Luke 14:15–24). Possibly read students a contemporary version such as Philip Yancey's version in *What's So Amazing about Grace?* Use handbooks to explore the message of the story. Discuss:

- How does Jesus' story illustrate that God's love is for everyone?
- What encouragement does Jesus give for accepting people who are often ignored?

Students work in groups to develop a dramatic performance of the story. (3a,3c)

JONAH Investigate the story of Jonah as a story of intolerance. In what ways did Jonah want to limit God's love for people? What was God's message for Jonah and the Ninevites about his love for people? Students prepare a role-play to share the message of the story with other students. (3a,3b)

JEWS AND GENTILES Using Bible handbooks and encyclopedias, students investigate the relationship between Jews and Gentiles in the early Christian church.

Read Acts 10; Galatians 2:11–14; 3:26–28 and Ephesians 2:11–22 to explore how Paul's teaching about the good news of Jesus challenged attitudes of the time. Discuss the disagreements Paul faced within the church as people tried to apply the teachings of Jesus to new situations. Students prepare a response to the statement: 'Jesus breaks down barriers between people'. (3c)

RACISM Students gather stories from the newspapers or songs such as *Beds are Burning* by Midnight Oil or *Treaty* by Yothu Yindi to identify and discuss people who experience racism in Australia. Invite an Indigenous Australian person to share experiences of racism or discrimination. Discuss:

- What is racism?
- How does racism affect people's human rights?

Students investigate racism in Jesus' time, eg the relationship between the Samaritans and Jews, the Jews and the Romans.

Read stories in which Jesus challenges racism, eg the good Samaritan, the Roman officer's servant. Students record what they believe the message of the story would have been for the people in Jesus' time. Discuss in groups what students' believe is the message of the story for people today.

Students work in pairs to write the lyrics of a song about racism. Encourage students to use a melody or tune they know well. (3a,3b,3c)

JOHN SPEAKS ABOUT LOVE As a class conduct a study of 1 John. This could take the form of individual and class reading while students keep journals of their reading. Discuss with students what relevance 1 John has for living in Australia today.

- What might John say to Australians today?
- What might John say to students in the class?

Students write a letter in response to John's, expressing their thoughts and comments about what he has written. (3b)

LOVE, RESPECT AND EQUALITY

FOR ALL Students develop a database of Christians who work towards equality between people. They work in pairs to investigate Christians from various times in history, eg the apostles Peter and Paul, St Patrick, Savonarola, William Booth, Thomas Bernardo, William Wilberforce, Toyohiko Kagawa, Dietrich Bonhoeffer, Pope John Paul XXIII, Helder Camara, Mother Theresa, Martin Luther King. They add to their database Christians in the local community who love and respect all people and work for equal rights. Students record information about each person's work and motivation. Share the database with other classes. (3c)

GENERAL ACTIVITIES

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

SONGS Students learn songs about human relationships, family, and concern for all people (see Music and Worship Ideas in the appendix).

TIME LINE (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, add to the time line information about any Bible stories discussed in this unit.

GOD FILE (A recommended activity for Level 2) If the class is developing a God File, add information about the way God acts in human lives through human relationships.

MENU

RESPONSE ACTIVITIES

1

God creates people to live
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FRIENDSHIP IS . . . Students develop a series of lessons to teach younger students about friendship and developing and maintaining positive relationships. They base the lessons on their investigations in this unit. The lessons could include Bible stories, information and activities for the younger students. (1a,1b,1c)

ADOLESCENTS' GUIDE FOR LIVING IN A FAMILY

Students create a guide for living in families for people their own age. In the guide they include information about the different types of family, the importance of the family, family traditions, Christian beliefs about the family, and Bible directions for adolescents about developing and maintaining positive relationships within the family. (1a,1b,1c)

LETTER Students write letters to their parent/s or sibling/s expressing their thoughts and feelings about being in a family. The letter may include their hopes and fears about family life and what they see as the benefits and challenges of family life. (1a,1c)

FORGIVENESS REFLECTION This is an optional activity for students. Do not force students to participate. Ask each student to think about people who have hurt them at school or at home and whom they need to forgive. Play some quiet music in this time. Have students close their eyes and imagine they are in a favourite place. Tell them that Jesus is sitting with them in this place and they can talk to him and ask him for help to forgive the people on the list. Let students work through their lists, silently reflecting on their forgiving of each person. At the end of the session possibly burn the lists. (1c)

FORGIVE OR ASK FOR

FORGIVENESS Students work in groups and conduct an informal debate on the topic: 'It is easier to forgive than to ask for forgiveness'. (1c)

GRAFFITI SHEETS Develop a graffiti sheet for each student. Use lined writing paper. At the top of the sheet students write the sentence beginning: '[Own name] is a good friend because . . .' Each student passes their sheet to the person on their right. On the bottom line of the sheet, this second person writes their conclusion to the sentence and folds their line under so the comment is hidden from view. Pass the sheets around until all the students have written on every sheet. Allow time for students to read what is written about them. (1c)

2

God provides social structures
for the welfare of all people

POSITIVE STRUCTURES FOR RELATIONSHIPS

Students work in groups to prepare a pamphlet to inform the school community about the purpose and benefits of various social structures. The pamphlets could include information about ways people can foster positive relationships in the various structures. (2a)

GUIDELINES FOR PARENTING YOUNG PEOPLE

Students develop a pamphlet for parents entitled: 'Guidelines for parenting young people'. They use information they have gathered from their research about the changing relationships between young people and their parents. (2b)

LETTERS TO LEADERS Students read prayers written for government leaders and people in authority, such as the 'Prayer of the Church' in the *Lutheran Hymnal* and examples in *Jesus Our Future* by Bruce Prewer. Students write their own prayers for leaders and write a letter to a leader in the school, local or national community. In the letters they may thank and encourage them in their role as a leader. (2b)

STRUCTURES FOR OUR PROTECTION

Students create a mural of images to depict their understanding of the importance and function of social structures. Each student can add a brief description of the important elements and message of their artwork. (2a,2b)

3

God wants people to love and respect all peoples of the world

ACCEPTANCE Students reflect on what they have learnt about the Christian belief that all people are valuable in God's sight and consider its implications for their relationships at school. They create posters or collages on the theme of 'Acceptance'. Students could develop slogans about the value of accepting all people. (3a,3c)

THE INTERNATIONAL YEAR OF . . .

1995 was designated by the United Nations as the 'International Year for Tolerance'. Students imagine they are on the organising committee for International Year designations. They consider what they have learnt in order to designate the next International Year. Students give reasons for their choice and the aims of such a year. They design a program of class, school and community activities to assist the development of their aims. (3a,3b,3c)

MULTICULTURAL EVENING Students prepare a multicultural evening for families of the class. Each family could bring a plate of food from their cultural background to share. The evening could include role-plays and information about accepting people of all cultures. (3a,3b,3c)

LETTERS TO THE EDITOR Students write to editors of the local newspapers, praising the efforts of people in the community who are working towards justice. They may include information about ways people in the community can work towards equal rights and acceptance of people. The letter could also include a quote from a famous worker for equal rights. (3a,3b)

EQUAL RIGHTS AND ACCEPTANCE

CAMPAIGN Students use their investigation of Christians who have worked towards equality and acceptance to design an advertising campaign to promote equal rights and acceptance between people. They may consider the strategies of people such as Martin Luther King to explore ways of gaining people's attention. (3c)

MENU

RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts.
The following resources may be used to develop a unit about *God creates human relationships*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

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

LITERATURE — NON-FICTION

Grusell A *Let's Talk about Racism* 1990
Aladdin Books London
Kindersley B *Children Just Like Me* 1995
Dorling Kindersley Limited
Simcox HE *For All the World* 1994 Augsburg
Fortress

LITERATURE — FICTION

Human relationships

Byars B *The Eighteenth Emergency* 1981
Puffin
Cleary B *Dear Mr Henshaw* 1983 McRae
Fowler T *Green Wind* 1985 Rigby
French S *All We Know* 1987 Angus and
Robertson
Hathorn L *Thunderwith* 1989 Mammoth
Klein R *Hating Alison Ashley* 1984 Penguin
Koch C *Friends Stories by Teenagers* 1997
Saint Mary's Press
Taylor T *The Cay* 1973 Puffin
Thiele C *Blue Fin* 1970 Rigby
Wrightson P *I Own the Racecourse* 1971
Puffin

Equal rights and acceptance

Kidd D *Onion Tears* Angus and Robertson
Wheatley N *Dancing in the Anzac Deli*
1985 Oxford University Press
Wheatley N *Five Times Dizzy* Hodder and
Stoughton

VIDEO

A Day in the Life of a Child 1990
ABC / UNICEF (9 x 25-minute segments)

Jesus and the Woman at the Well (Chatta Box)
1996 Scripture Union: Sound and Vision unit
*The Beginning (Jacob and Esau, Joseph the
Dreamer)* 1988 Children's Video Bible Oxford
Vision (Lion)
Out of the Shadows Lutheran Church of
Australia

TEACHER RESOURCES

Clutterham S *Launchpad* 1992 Scripture Union
Emmett J *Get More New Life* 1997 JBCE
Family Life Education Curriculum Guidelines
1997 Catholic Education Office
Fox R *Fostering Social Skills in the Primary
Years* (Windows on Practice) 1995 DECS
McGrath and Francey *Friendly Kids Friendly
Classrooms* 1991 Addison Wesley Longman
Prewer B *Jesus Our Future* 1998 Openbook
Publishers
Robertson E (ed) *Dietrich Bonhoeffer* 1995
Fount Paperbacks
Schwarz B (ed) *Good Question!* 1995
Openbook Publishers
Wright C *Life Issues* 1997 Lion Publishing
Wright C *Life Issues Teacher Handbook and
Photocopymaster* 1997 Lion Publishing
Yancey P *What's So Amazing about Grace?*
1997 Zondervan
Yarham A *The Great Australian Scripture
Book* 1989 A Yarham Publications

ASSOCIATIONS

Family Life Movement of Australia has
branches in each state and has a wealth of
material about human relationships.

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.

