

**MODEL UNIT  
BAND C  
LEVEL 1**

# LOVING RELATIONSHIPS WITH ALL PEOPLE

**LIFE CONCEPT: GOD CREATES HUMAN RELATIONSHIPS**

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

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

**UNIT-SPECIFIC GOALS (highlighted)**
**1. GOD CREATES PEOPLE TO LIVE IN LOVING RELATIONSHIP WITH EACH OTHER**
**1a** 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**

Draw or write about the Bible's account of relationships between people before and after the first sin. (1a)

Identify causes of prejudice and injustice. (3b)

Record the Bible's teaching about relationships. (1a,1c)

Write a list of instructions for relationships based on the Bible and catechism teaching. (3a)

**ASSESSMENT STRATEGIES**

⇒ work sample

⇒ observation of class and group discussion, TRS C1/3

⇒ TRS C1/2

⇒ work sample

**UNIT SUMMARY**

Students explore factors which influence their relationships with others and examine the Bible's directions for relationships. They explore the concept of prejudice and investigate Bible stories in which people display prejudice towards others. Students consider Jesus' teaching and actions which demonstrated God's love for all people. They use the information they gather to develop an information kit to help young people in their relationships with others.

## UNIT NOTES

This unit aims to assist students to investigate the Bible's directions for relationships with all people and to explore the concept of prejudice or 'pre-judging' — an example of the effects of sin on human relationships.

To counter students' — and perhaps also their parents' — misconceptions about marginalised groups in the community, invite people from these groups to talk with students about themselves and the issues they face.

This is an ideal unit to integrate with English (stereotypical portrayals of people in the media) Health (relationships), and Society and Environment (cultural diversity).

Students will record information as the unit progresses and use it to develop a kit for young people's relationships with others.

Display and discuss current newspaper stories which show intolerance, prejudice or injustice or people working to combat these things. Include these in class prayers in worship times.

## INTRODUCTION

### 1. MY RELATIONSHIPS

Assist students to understand that prejudice prevents good relationships with others. Prejudice often arises from fear or a lack of knowledge. Avoid generalisations or confusing fact with opinion when dealing with issues such as prejudice.

Provide students with a range of pictures of people. Include pictures of young and old people, people of different cultures, poor and wealthy people. Students sort the pictures into two groups: 'People I would like to have as my friends' and 'People I would not like to have as my friends'.

Discuss with students the criteria they used to select their friends. In the discussion introduce the word 'prejudice' as 'pre-judging'.

- What helped them judge the people as good candidates for friendship without meeting them?
- What is important in their relationships with others?
- What has influenced their attitudes towards the kinds of people in the pictures?
- What do you think causes people to pre-judge others?
- What experiences have they had of being pre-judged or of pre-judging others?

- How does pre-judging or prejudice affect relationships? What does it cause people to say and do to others?

Use dictionaries to define the word 'prejudice'. Tell students that all people have the tendency to pre-judge others and their prejudices affect their relationships with others. Introduce the investigation of the Bible's directions for relationships and the idea of a kit to help young people in their relationships with others (see Teachers Resource Sheet [TRS] C1/1).

Provide time for students to reflect individually on prejudice, its cause and how it affects relationships. They make notes of their thoughts for use in their relationships kit.

## DEVELOPMENT

### 2. GOD CREATED PERFECT RELATIONSHIPS

Tell students that Christians believe that relationships are an important part of God's plan for people.

Briefly review the story of the creation of man and woman (Genesis 2:4–23). Highlight the Bible message that people were created to live in loving and caring relationship with each other. Students record in writing or drawing for their kits what might have been the features of this perfect relationship, eg love, happiness, sharing, fulfilment.

Read the story of the first sin (Genesis 3:1–13) and discuss the impact it had on the relationship between God and people (they hid from God) and between the man and woman (they blamed each other for the sin). Students write or draw an image for their kits showing the relationships after sin (contrasting with what they did for the perfect relationship).

Discuss with students the Christian belief that sin affects all relationships and causes prejudice, rejection and the breakdown of people's relationships with others.

### 3. GOD LOVES ALL PEOPLE AND TELLS PEOPLE TO DO THE SAME

Jonah is an example of how sin damages a person's attitude towards and relationship with others. Jonah wanted God to confine his love to the people of Israel and was angry when God had mercy on the Ninevites. Jonah's story has a clear message that the good news of God's love is not be restricted to one group of people but is for the whole world.

Students read the story of Jonah in the Bible or in a Bible story book. (*The Lion First Bible* presents the story with a clear gospel message.) To develop a contextual understanding of the story of Jonah, locate the city of Nineveh on a Bible map. Use Bible encyclopedias to gather information about the Assyrians and their relationship with the Jews.

Students work in groups and use TRS C1/2 to reflect on the story. Discuss their reflections.

- What does the story reveal about God?
- What can be learnt from the story for our relationships with others?

Students work in pairs and share the following passages between them. Pairs must identify what each Bible verse says about God's view of people and how, then, people should relate to each other.

John 3:16	Luke 6:27–36
Acts 10:34,35	Romans:10:12,13,
Galatians 3:28	Ephesians 2:14–18
1 John 4:19–21	

Discuss as a class:

- What does the Bible say God does to demonstrate his love for all people?
- What does the Bible say God calls people to do?

For their relationship kit students draw or write about how the Bible's teaching could impact on relationships at home, school and in the local and global community.

#### 4. JESUS' TEACHING ABOUT RELATIONSHIPS

Prejudice was alive and thriving in Jesus' time. The Jews hated the Samaritans, wealthy people treated the poor unkindly, women were considered to be second-class citizens, and some of the sick were 'unclean' and outcasts. The gospels' stories of Jesus promote tolerance and acceptance. Jesus calls his followers to show love to all people in words and actions.

Christians believe God sent Jesus to heal all broken relationships and to teach people about loving relationships. For example, Jesus taught that God does not discriminate between people. Read *For All The World* by Helen Earle Simcox as an introduction to this Bible message.

Students work in groups and use TRS C1/3 to investigate Jesus' teaching about relationships.

Each group develops a role-play to show how Jesus' teaching could be applied to a contemporary setting. Discuss the role-plays and the messages presented through them. Students record Jesus' teaching for their relationships kit.

#### 5. JESUS' RELATIONSHIPS

Use Bible dictionaries and encyclopedias to read and record information about the social status of people who were discriminated against in Jesus' time, eg the Samaritans, women, tax collectors, sick and poor people (see Part 1 of TRS C1/4). Discuss the causes of prejudice in Jesus' time and how it impacted on people's relationships. Ask students if they know of similar types of prejudice today.

Students work in groups to read and discuss Jesus' stories of the good Samaritan (Luke 10:25–37) and the Pharisee and the tax collector (Luke 18:9–14) and stories about the people whom Jesus accepted and cared about: Jesus and a Samaritan woman (John 4:3–42) and Jesus heals people with leprosy (Luke 17:11–19). See Part 2 of TRS C1/4.

Discuss:

- What is Jesus' message for people today about relationships with people who are often rejected or discriminated against?
- What do you think might happen in our classroom, school, family, community, country and world if we lived in loving relationships like Jesus taught and demonstrated?

Read an appropriate gospel statement of God's forgiveness from Bibles or from a prepared chart, eg Ephesians 1:7 (CEV) or 1 John 1:9 (CEV). Discuss

- According to the Bible, what help does Jesus offer to people who have been guilty of prejudice or who have damaged relationships in some other way?

Students draw a picture of Jesus and the people he would associate with if he were living in your community today. They record information for their relationships kit.

### RESPONSE

#### 6. RELATIONSHIPS KIT

Students reflect on what they have learnt about prejudice and relationships, using the questions on TRS C1/5.

They prepare their relationships kits and share them in groups.

## YOU WILL NEED

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|---|--|
| <input type="checkbox"/> pictures from poster packs of a range of people, including poor people, indigenous Australians, people of Asian appearance, physically challenged people | <input type="checkbox"/> arrange for visits from people who may have experienced prejudice<br><br><input type="checkbox"/> copies of TRS C1/1, 2, 3, 4 |
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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. Directed reading, reading alone. Editing skills. *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.

**ARTS:** *Drama:* Improvise and experiment in structured drama. Shape own drama – select and link scenes.

**HEALTH:** *Identity:* Consider people's diversity - physical characteristics, cultural practices, abilities. Identify own values, attitudes, stereotypes of others.

**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.

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## UNIT EVALUATION

Which activities worked well in this unit?

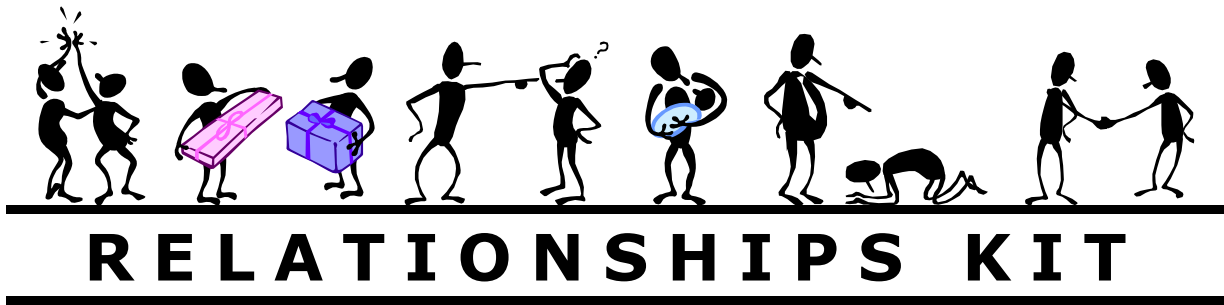
Which resources were useful in the implementation of this unit?

How did I respond to the range of students' knowledge of and experience with groups who face prejudice in the community?

How did I respond to the range of students' attitudes towards showing acceptance and tolerance to all members of the 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?



Relationships are important.  
But unfortunately relationships are not always easy or smooth.

We often have difficulty with our relationships at home, at school,  
and in the wider community.

The Bible has a lot to say about relationships. It describes relationships between God and human beings and among human beings themselves. In Christian Studies you are about to explore information and directions the Bible gives about relationships.

You will be using the information of the unit to develop a kit to help young people develop positive relationships with others.

You will need to include in your kit information about

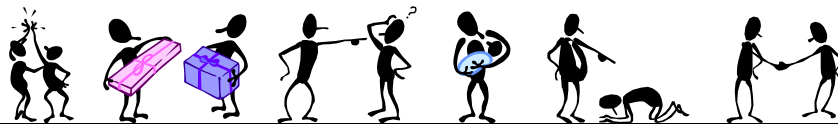
- the Bible's message about God creating relationships and how sin breaks people's relationships
- the Bible's message about what God wants for people's relationships
  - Jesus' teaching on relationships
  - Jesus' relationships with others

One of the ways in which relationships between people are spoilt is by prejudice. 'Prejudice' means 'pre-judging'.

All people have prejudices that lead them to label or group people together. You may have experienced prejudice from others because you wear a uniform and attend this school. You may have experienced prejudice because you can't play sport as well as others. You may have experienced prejudice because you look different to others. Prejudice can affect relationships in many ways.

Imagine if all people accepted each other and cared for each other and did not pre-judge others because of what they looked like or did. In your study of relationships you will look at prejudice and how it affects people's relationships with others.

Your information kit on relationships will include help for young people to develop attitudes of tolerance and acceptance in relationships with others.



## RELATIONSHIPS KIT

### The Book of Jonah

This is a story that you may have heard many times before. But have you really studied the story?

Christians believe this story shows how sin can damage attitudes towards other people. It also has a very clear message about God and who he loves. Many people miss the message of the story when they become sidetracked by the incident with the big fish.

As we read the story think about these questions:

- How had Jonah pre-judged people? \_\_\_\_\_  
\_\_\_\_\_
- What did Jonah's prejudice against the Ninevites lead him to do? \_\_\_\_\_  
\_\_\_\_\_
- How could the Ninevites have suffered because of Jonah's prejudice? \_\_\_\_\_  
\_\_\_\_\_
- What was God's message for Jonah? \_\_\_\_\_  
\_\_\_\_\_
- If you were Jonah who would the Ninevites be? \_\_\_\_\_  
\_\_\_\_\_
- What do you think is the message of the story for relationships with others? \_\_\_\_\_  
\_\_\_\_\_

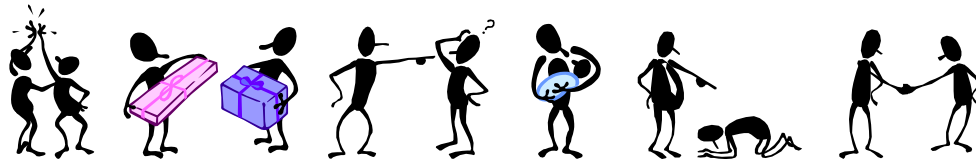
### Reflections on the story

The Israelite people were called by God to be his special people.

Some Israelite people, like Jonah, took this to mean that they were the exclusive group — the only ones God loved.

After reading the story, what do you think is the message of the story for the Israelite people? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What message does this story have for people today? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## RELATIONSHIPS KIT

### Jesus' Teaching about Relationships

Christians believe that God sent Jesus to mend the broken relationships caused by sin. Jesus taught people how to have loving relationships and how to overcome things that damage relationships, such as prejudice.

Work in a group and read the following Bible verses. Next to each verse summarise Jesus' teaching in a sentence.

John 13:34,35 \_\_\_\_\_

Matthew 18:21-35 \_\_\_\_\_

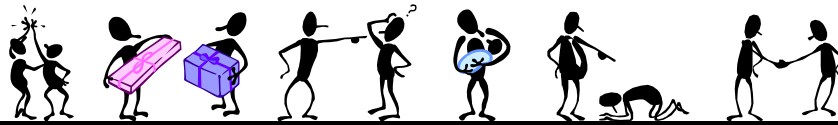
Luke 6:27-36 \_\_\_\_\_

Matthew 22:34-40 \_\_\_\_\_

Discuss in your group:

- What does Jesus say is important in relationships with others?
- How would Jesus' teaching affect relationships in the classroom?
- How would Jesus' teaching affect relationships at home?
- How would Jesus' teaching of 'love your neighbour' affect relationships broken by prejudice?

In your group develop a role-play to teach others about how Jesus' teaching can affect relationships. Think about a situation that might happen today at school or at home or in the local community. Be prepared to share with the class the message of the role-play.



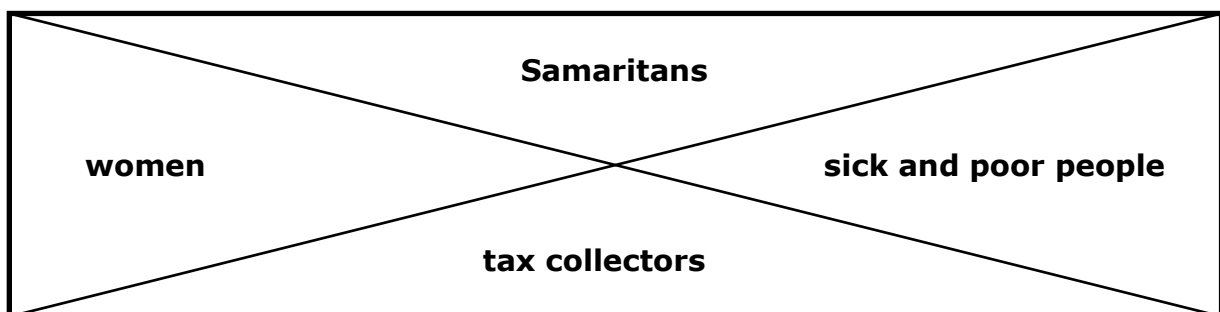
## RELATIONSHIPS KIT

### Jesus' Relationships

#### PART 1

As in our world today, many people in Jesus' time suffered because of bad human relationships. There were plenty of people who were rejected or discriminated against by the rest of society. Prejudice was alive and thriving.

Work in groups. Each person chooses one of the groups of people in the box. Use Bible dictionaries, encyclopedias and handbooks to find out how these people might have been treated:



- ✱ Which groups of people are treated like this today?

#### PART 2

Read the following two stories and discuss them in your groups.

**The good Samaritan** ✱ Luke 10:25–37

**The Pharisee and the tax collector** ✱ Luke 18:9–14

Discuss and record points to report to the class.

- ✱ Why do you think Jesus chose a Samaritan to be the loving person in his story?
- ✱ What message do you think this story had for people in Jesus' day?
- ✱ Why do you think Jesus chose a tax collector to feature in his story?
- ✱ What message does this story have for people experiencing prejudice?

Jesus had many friends. His choice of friends and associates caused a stir. Read the following stories: Focus on Jesus' words and actions in each story.

**Jesus and a Samaritan woman** ✱ John 4:5–42

**Jesus and men with leprosy** ✱ Luke 17:11–19

Discuss and record points to report to the class.

- ✱ What message does each story have for the people experiencing prejudice in it?
- ✱ If the story was told today, who might the characters be?
- ✱ What is Jesus' message for people today about prejudice?





## RELATIONSHIPS KIT

### My response

Reflect on what you have learnt by responding to the following questions:

- What is the most important thing you have learnt about relationships?

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- What is the most important Bible message you have studied in the unit?

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- What would you consider to be the most interesting thing you discovered in the class investigation about prejudice?

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- What do you think causes prejudice at school? \_\_\_\_\_

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in the community? \_\_\_\_\_

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- What contribution can you make towards acceptance between people? at school? \_\_\_\_\_

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in the community? \_\_\_\_\_

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