

**MODEL UNIT
BAND C
LEVEL 2**

RADICAL LOVE

LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE

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

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)

**1. GOD'S LOVE
INSPIRES AND EQUIPS
CHRISTIANS TO LOVE
AND SERVE OTHERS**

- 1a investigate the radical nature of Jesus' teaching about love and service
- 1b investigate in the epistles ways Christians can love and serve others
- 1c explore Christians' motivation for love and service
- 1d identify opportunities for love and service in the school and community

**2. GOD CALLS
ALL PEOPLE TO
WORK FOR PEACE
AND JUSTICE**

- 2a explore the responsibility of all people to work for peace and justice
- 2b examine the biblical understanding of peace (shalom)
- 2c analyse the cause and impact of conflict and injustice in the world

**3. GOD CALLS
CHRISTIANS TO
SHARE THE GOOD
NEWS BY WORDS AND
ACTIONS**

- 3a investigate Jesus' commission to tell the good news
- 3b explore ways the early Christians shared the good news about Jesus
- 3c investigate ways Christians share the good news in words and actions

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Describe the nature of Jesus' love as recorded in Bible stories. (1a)
- Record the Bible's teaching about love. (1b, 1c)
- Interview Christians to consider their motivation for service. (1c, 2a)
- Interview Christians and record ways they share the news of Jesus' love with others. (3c)
- List ways they can love and serve others in the community. (1d)

ASSESSMENT STRATEGIES

- ⇒ TRS C2/1, observation of group discussion
- ⇒ work sample
- ⇒ work sample
- ⇒ work sample
- ⇒ work sample

UNIT SUMMARY

Students explore the Christian view of love as demonstrated in Jesus. Students compare the Christian view of love with the world's view of love.

UNIT NOTES

Students make two collages: at the beginning of the unit one about the world's view of love and at the end of the unit one about Christian love and service. They keep a journal recording what they learn as the unit progresses. The journal recordings will be used to develop the collage at the end of the unit.

INTRODUCTION

1. 'FEEL GOOD' LOVE

Explore the students' and society's views about love. Look at the sometimes self-centred or 'feel good' ideas of love where people are rewarded for loving the lovable and place all kinds of conditions on the love they offer, eg I love you when you . . . Acknowledge that society often suggests that sex is love, but encourage students to look for other messages.

Immerse students in contemporary views about love by choosing from the following activities:

- Students bring contemporary songs about love and discuss the lyrics.
- Students skim through magazines and/or greeting cards to explore messages about love.
- Students brainstorm the different ways the word 'love' is used.

During the activities discuss the messages about love and what these messages say love is and what loving means.

Each student creates a three-dimensional collage of words, pictures and messages that convey society's idea of love. Display the collages as a mural and discuss:

- What do the messages presented about love say love is?
- What does society suggest about who is lovable?
- What conditions are placed on loving?
- How do people show love to one another?
- When and why do people do loving things for others?

Journal responses

- What types of messages about love appeal to you? Explain your answer.
- What one word or phrase would you use to describe the world's view of love?
- What would be your response to the song *All you need is love*?

DEVELOPMENT

2. JESUS TEACHES ABOUT LOVE

Christians believe that people's understanding of love has been distorted by sin. God demonstrated his love for people by sending his own Son, Jesus to become a human being and live a life of true love. Jesus calls his followers to love in the same way he loved. Jesus taught that true love is selfless service of others. The ultimate act of love is to give your life.

If students are familiar with Jesus' life and teaching, they work in groups to list what they know Jesus taught about love. Alternatively, students use TRS C2/1 as the basis for investigating Jesus' teaching about love.

Each group mimes for the class the message of one of the Bible passages. The class guesses which passage is being mimed and questions the presenting group about why they selected the passage and why that particular passage is significant for them.

Journal responses Students select one of Jesus' teachings and explain it in their own words.

3. JESUS DEMONSTRATES LOVE

Provide students with pictures of a range of pictures of people (eg various ages, cultures, economic conditions) from magazines like *National Geographic*. Ask students to sort them in order from the most to the least lovable. Discuss with students their criteria for sorting. Ask students to consider:

- Why are some groups considered unlovable?

Students consider their collage which presents the world's views about love.

- Who benefits from the love shown in the collage?
- If only the lovable are loved, what happens to the unlovable?
- What kind of world does this love lead to?
- Is there a place for unconditional love in the world's idea of love? Why or why not?

Write John 15:12 on the board. Highlight the last section of the statement: 'as I have loved you'. Tell students that if we are to understand Jesus' teaching about love, we must first consider how he loved. Tell students that they will examine stories from Jesus' life to find out how Jesus loved.

As students explore the following stories provide information about the social status of the people in the stories: why some people were considered to be unclean or outcasts and totally unlovable.

Highlight the radical nature of Jesus' love. He loved the unlovable; he loved without conditions or limits. He demonstrated his love by giving his life for people.

Using TRS C2/2 as a guide, students investigate stories of Jesus' love of people, and explore:

- Who did Jesus love?
- How did Jesus show love?
- What conditions does Jesus place on his love?
- What words would you use to describe Jesus' love? Explain your answer.

Students choose one of the stories to retell from the perspective of one of the people. Students record what the person thought and felt during and after their encounter with Jesus. Students share their stories in groups.

Discuss with students:

- Who would Jesus seek out today?
- Why do you think Christians want to share news about Jesus' love with others?
- How would you describe Jesus' love when compared to the world's love?

As a class read John 15:13 and Galatians 2:20. Discuss:

- What was Jesus' greatest act of love?

Journal responses What kind of love did Jesus demonstrate?

4. LOVING MEANS SERVING

Christian believe that when people love others they show God's love in words and actions. The Bible story of Jesus washing the disciples feet presents a clear message about the relationship between love and service. Jesus calls Christians to demonstrate their love for others through acts of service.

As a class, students read John 13:1–17 and explore the context in which Jesus said 'Love one another as I have loved you'.

Students use Bible encyclopedias and handbooks to investigate the cultural significance of Jesus' washing his disciples feet, eg it was the task of the host or servants.

Students record what they believe is the message of the story and think of a contemporary activity comparable to foot-washing. Discuss:

- What implications does this story have for Christians?
- What do you think Jesus means by 'you also should wash one another's feet'?
- What are some ways people can do this?

Journal responses What does the story of Jesus washing his disciples' feet teach Christians about the relationship between love and service?

5. LOVE IN ACTION TODAY

Christians believe God is a God of love and justice who was revealed by Jesus and who calls them to make a response of love.

Students use TRS C2/3 to investigate Bible readings about Christian love and the Lutheran Church of Australia's statement on poverty to consider what the Bible and the Lutheran church say about love.

Provide students with stories or pictures of people who have suffered injustice, see TRS C2/4. Students work in groups to read each story and record responses to:

- How can a Christian person respond in love and service to this person?
- What prevents people from serving others?

Share students' ideas as a class.

Students investigate (interview) Christians in the local community who are involved in active service. They use questions such as the following to guide the investigation:

- What is your motivation?
- What do you do?
- What do you think Christian love is?

Journal responses In what ways is Christian love active in the world today?

RESPONSE

6. CHRISTIAN LOVE COLLAGE

Students use what they have learnt and recorded in their journals to complete a collage of words, pictures and symbols about Christian love and service.

Display the collages. Students examine one another's collages and then use TRS C2/5 to reflect on what they have learnt. Discuss these reflections.

YOU WILL NEED

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| <input type="checkbox"/> magazines | <input type="checkbox"/> contemporary songs about love |
| <input type="checkbox"/> arrangements made to visit a Christian welfare centre or city mission | <input type="checkbox"/> Bibles |
| | <input type="checkbox"/> TRS C2/1,2,3,4,5 |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Challenge stereotypical and simplistic portrayals of people. *Media:* Identify stereotypes in the media. *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.

THE ARTS: *Visual Arts:* Select from a range of skills and techniques for invention. Make, design and arrange works for a specific audience or purpose. *Media:* Experiment with words, sounds, images for different effects and to present different points of view. Use media technology and demonstrate knowledge of program conventions by structuring practical work. Use media language to discuss how the media functions and media products are constructed.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Reflect on knowledge and understanding. Gather, organise and interpret information. Draw conclusions and identify and clarify values. Organise group work democratically and efficiently to promote participation and resolve conflict.

from the National Statements and Profiles

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' concept of love?

How did I respond to the range of students' attitudes towards the love God has for them?

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?

Jesus Teaches About Love

1

Work in groups. Divide the following Bible passages among members of the group.

Matthew 22:34-39

Mark 10:17-31

Luke 6:27-36

Luke 10:25-37

John 13:34,35

John 15:9-17

Highlight your Bible passage/s.

Read your passage/s.

Record in your own words what Jesus teaches about love,
eg What does Jesus' love mean? What does Jesus ask his followers to do?

Share your findings with your group.

2

As a group choose the teaching that you consider to have
the best message about 'real love'.

Your task is to share the message of this passage with the class, using mime.

You are not allowed to speak the message.

You must convey the meaning through your actions.

Be prepared to answer questions after your mime about why you chose the passage
and what you think it says love is.



Jesus Demonstrates Love

Investigate the following stories to explore how Jesus demonstrated love.

Jesus feeds four thousand Matthew 15:29-39

Jesus heals a paralysed man Mark 2:1-12

Zacchaeus Luke 19:1-10

Jesus heals ten men Luke 17:11-19

Which groups of people were considered unclean or outcasts in Jesus' time? Who did Jesus love?

What do the stories teach us about what it means to love in Jesus' way?

What people do you think Jesus would seek out today? Explain your answer.

How would you describe Jesus' love to someone who had not read his teachings or stories about him?



Christian Love

Read the following Bible passages and record what Christians believe about love.

1 Corinthians 13:1-10, 13

2 Corinthians 5:14-21

Romans 12:9-21

1 John 2:15-17

1 John 3:11-24;

Read the following excerpt from the Lutheran Church of Australia's Statement on Poverty.

‘Accordingly, the church’s ministry among the poor requires the church to speak out on behalf of the poor, drawing the attention of the wider community to their need, protesting against exploitation and gross inequality and calling the community to practise justice and to give all ‘a fair go’...such a prospect must be joyfully embraced for only then can the church give an adequate witness to Christ’s love for the poor and be a herald and sign of the kingdom to come.’

Based on this passage, what do you think Lutherans believe about love?

In what ways do you think Christians can work to help others understand what love is?

People Need Love ♥

In your group read the stories below.

Discuss each story and list ways you think Christians could respond in love to this person.

JILL I was taken away from my parents when I was seven years old. I don't know why I was taken away, but people say it was because the government had a policy to take Aboriginal children away from their parents. I don't think I'll ever forget the first night away from my mum and dad. I cried myself to sleep. I have never seen my mum or dad again. I was taken to a foster family who were nice enough, but they weren't like my mum and dad. They made me wear clothes that were stiff and uncomfortable, and I had to do things in different ways. I just wanted to be home with my family. To this day I wonder what has happened to them. My life seems strange, not knowing who I really am and where I have come from. I don't know if I can ever recover. ♥

BEN I am in high school. I hate school because I have no friends. I have no friends. People say I'm a geek, a nerd, a jerk because I'm a nerd, a jerk because of the way I look and dress. I wish someone would just take the time to get to know me — the real *me* that is underneath these clothes, the *me* who loves footy and tells great jokes. I can't work out why people hassle me the way they do. Why am I their way of passing time. I wish they would leave me alone. ♥

JANE I have worked the last ten years as a mechanic. I was recently laid off work and am unemployed. I am trying to get a job. It is hard managing on the dole when you have a family of your own to care for. The money hardly covers the rent, and I have a child with asthma who needs lots of medical care. I don't know what I will do. ♥

CHRIS I was hit by a car when I was two years old. I suffered brain damage in the accident, which means my speech is slow and I walk slowly. The worst thing is: on the inside I am just like every other 13-year-old boy. I am just different on the outside and can't do some things other boys do, such as play footy or basketball. As you can imagine, this makes it hard for me to make and keep friends. People are happy to be with me in the classroom, but as soon as the bell goes at lunch time I am left all alone. I know I could play in my own way, if only they would just ask me. ♥



KEN I am in Year 11. I guess you would call my family refugees. We left Vietnam seven years ago and travelled to Australia on a boat. My grandpa died on the boat journey to Australia. My parents have always taught me that I can make something of myself if I study. They encourage me to work hard. I love my schoolwork and juggle my schoolwork with working in my parents' restaurant during the week. I sometimes find it hard being Asian, people seem to make judgments about who I am. I

don't know why people judge me because of my cultural background. They don't know me.



Reflections on Love

What is the Bible's message about love? _____

How does it compare with the world's view about love? _____

Why do you think Christians love others? _____

What is the outcome of Christian love? _____

What have you learnt during the unit? _____

Do you feel a sense of responsibility to love and care for others? Explain your answer.

List ways you could love and serve others in your personal relationships.

Imagine a world in which all people loved as Christians are called to love. Use words or pictures to describe your ideas.



If you could sum up the world's view of love with one word and Christians' view of love with one word, what two words would you use?

_____ ♥ _____

