

**MODEL UNIT
BAND C
LEVEL 3**

SHALOM

LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE

YEAR:.....SUGGESTED DURATION: 6 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

- Identify and record the Bible’s message about the way in which God’s love brings peace to people’s lives. (2b)
- Describe the Bible’s message about the way Christians can bring peace to people. (1b,1d,2a)
- Describe some of the causes of conflict and injustice in the world. (2c)
- Record the Bible’s message about why Christians love and serve others. (1c)
- Develop an action plan for serving the class, the local community or the world. (3c)

ASSESSMENT STRATEGIES

- ⇒ Work sample
- ⇒ TRS 3/6
- ⇒ TRS C3/5
- ⇒ TRS C3/3
- ⇒ observation of group action plan

UNIT SUMMARY

The Bible’s word for peace is ‘shalom’, which means not just absence of conflict but wholeness, harmony, community and justice. Students will explore the meaning of the word shalom and the Bible’s message about peace. Students will use the information to consider ways in which they can work for peace in the school and community.

UNIT NOTES

'Shalom' is the Hebrew word for peace, used in the Old Testament. Shalom goes beyond non-violence to God's active care, which leads people to wholeness, harmony, and a sense of wellbeing. Shalom affects all relationships. The Bible teaches that shalom is the ideal way of life. Christians receive this gift of peace as a sign of God's active presence and caring. Christians can offer it to others.

The unit examines four aspects of shalom: wholeness, harmony, community, justice. In each aspect students have two major focuses: the world and God's word. Students record what they are learning about Shalom in their books or journals.

For the 'Community' aspect of shalom [C] you could invite a speaker to talk about local council community services. For the 'Justice' aspect [D] you could invite a speaker from an organisation such as Lutheran Community Care, Amnesty International, World Vision, Lutheran World Service.

INTRODUCTION

1. PEACE

Conduct a guided meditation with the students to explore the students' perceptions of peace. See Teacher Resource Sheet (TRS) C3/1.

After the meditation, ask the students to draw, paint or write what peace means to them. Share the responses. Discuss:

- Is peace something you do, or is it a state of being?
- If peace were to come to the world, how would it change the world?
- How important is peace for you/ our class/ community and world?

Students brainstorm and record symbols, slogans and hand gestures that are used as images of peace. Using encyclopedias students investigate the origins of these.

Tell students that the Bible word for peace is 'shalom'. Shalom is Hebrew and means much more than just an absence of war or a peaceful place. Christians believe shalom includes people's relationship with God and with each other.

DEVELOPMENT

2. SHALOM

In each aspect of shalom students will consider the world's view and the Bible's message.

A. Shalom involves wholeness

Focus on the way Jesus accepted and loved all people. Students at this age often feel negatively about themselves. A healthy self-image is essential to a sense of wholeness. It is important for them to hear the Bible's message that God loves and accepts them as they are.

The world Students skim through magazines and view advertisements which include messages about ways in which people can improve themselves or feel complete. Discuss the messages presented:

- How do the messages make you feel about yourself?
- Have you ever felt whole or completely happy with yourself? Describe the experience.
- Do you think it is possible to feel whole? Explain your answer.

Use a dictionary to define wholeness.

God's word Students investigate Bible stories which reveal the way Jesus brought wholeness and peace to people's lives.

Students use TRS C3/2 to guide their reading. Discuss:

- What kind of wholeness does the Bible suggest Jesus has brought to the world?
- If you knew about this inner kind of peace, would you want to share it with others? Why or why not?

Students record what Jesus taught about wholeness.

B. Shalom involves harmony

The Bible's peace is a peace of reconciliation. It affects all relationships. Christians believe God has brought about reconciliation with humans. Now he calls human beings to be reconciled with him and each other. Students consider the way in which they can bring peace and harmony to their relationships.

The world Find a dictionary definition of harmony. Discuss:

- What does it mean to 'live in harmony with' nature/each other?
- Is the world a place of harmony? Give examples to support your opinion.

Search the newspapers for evidence of disharmony. Identify the types of disharmony, eg in families, with nature, between countries.

- What causes conflict and disharmony?
- How does disharmony affect peace?

Invite a Christian counsellor to provide information about ways of resolving conflict in relationships.

God's word Students read the Bible passages on Part 1 of TRS C3/3 and record the Bible's message about harmony. Discuss:

- What does the Bible teach about living harmoniously in the world?
- In what ways do you think you could live more harmoniously with others?

C. Shalom involves community

The world Play a cooperative game.

Knots In an open space, students close their eyes and slowly walk around until they can hold the hands of two other people. When everyone is linked up, they all open their eyes and try to untangle themselves without dropping hands. The group must work together to untangle the knots.

After the game discuss:

- What are the benefits of working together?
- What happens when we act only for ourselves?
- How do you think a sense of 'community' could help peace?
- What communities do we belong to?

Use a dictionary to define community.

Encourage students to view the world as a global community.

Select from the community newspaper an article about an issue that affects your local community. Discuss with students the way a community operates, eg when someone suffers the community suffers, when someone rejoices the community rejoices.

- What do you see as benefits of community?

God's word Students read Bible passages about the early Christian communities and about the importance of community. They record the way in which peace relates to community. See Part 2 of TRS C3/3. Discuss:

- What is the Bible's message about the importance of community for peace?

D. Shalom involves justice

The world Conduct a simulation activity to heighten students' awareness of injustice. Invite the students to a special lunch. As the students arrive, seat some students at a table with a great variety and quantity of food and seat the others at a table with small amounts of

basic food. (Keep some special food to give to the disadvantaged students after the game.)

After the students have eaten, discuss with both groups their feelings:

- How did it feel watching the others who did not have food?
- How did it feel watching the others eat?
- What would you like to have done?
- What world situations are like this?

Students use TRS C3/4 to evaluate their place in the world's distribution of wealth. Discuss with students what they believe are some of the causes of injustice.

Invite a guest speaker from an organisation working for justice, (eg Amnesty International, the Council for Aboriginal Reconciliation) to share the way in which they work for justice in the world.

Students record responses to: 'Justice means . . .'

God's word Using TRS C2/5, students read Bible passages about justice and record the Bible's message about the role of justice in bringing peace to the world. Discuss:

- What is the relationship between peace and justice?

E. Shalom is peace

Christians believe that Jesus' followers have a calling to share God's peace on a daily basis. 'As the Father sent me, so I send you.' John 20:21.

The world To explore the importance of peace to all people, view a movie which deals with peace issues, eg *Gandhi*.

Students investigate the story of the Nobel Peace Prize and people who have been awarded the prize. Discuss:

- What value does the world place on peace?

God's word Students read passages listed on TRS C3/6 and write the Bible's message about peace. Discuss:

- What is the Bible's message about peace?
- Why do you think peace would be important to Christians?

RESPONSE

3. BEING PEACEMAKERS

Students use TRS C3/7 to reflect on their understanding of shalom and their personal commitment to being peacemakers. Students choose an activity to respond to what has been discussed in the unit.

YOU WILL NEED

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> current newspapers and magazines<input type="checkbox"/> information about the Nobel Peace Prize<input type="checkbox"/> copies TRS C3/2, C3/3, C3/4, C3/5<input type="checkbox"/> a film about a peacemaker such as <i>Gandhi</i> | <ul style="list-style-type: none"><input type="checkbox"/> arrangements for guest speakers from Lutheran Community Care or Lutheran World Service or Force 10 (an aid organisation of the World Council of Churches) |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: Explain and justify own opinions about texts, find and cite elements of a text to support a point of view, read and write widely, editing skills, select appropriate spoken text types for particular speaking purposes, consider the needs of an audience when speaking. Plan, prepare and present short talks. Strategies for gathering recording and reporting data.

SOCIETY AND ENVIRONMENT: Reflect on knowledge and understanding, draw conclusions, identify, analyse and clarify values. Match evidence to opinions and conclusions. Contribute to decision-making, cooperation skills. Consider ways people interact with the environment, care for the environment. Organise group work democratically and efficiently.

THE ARTS: Make, design, arrange works for specific audience or purpose. Select from a range of acquired skills and techniques.

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 students' awareness of the need for peace?

How did I respond to the students' understanding of their personal responsibility to be peacemakers?

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?

Shalom ✠ Shalom ✠ Shalom

MEDITATION ON PEACE

Ask students to make themselves comfortable while you play some peaceful music. Students may lie on the floor or sit in a chair with their back and neck easily supported and both feet placed on the ground. Ask students to close their eyes and listen to what you are saying:

Focus attention on your body and your breathing. We will focus on different parts of your body, firstly tightening the muscles and holding the tension and then slowly releasing the tension and relaxing.

Focus on:

your toes . . . tighten . . . release
your calves . . . tighten . . . release
your thighs . . . tighten . . . release
your buttocks . . . tighten . . . release
your stomach . . . tighten . . . release
your hands . . . tighten . . . release
your neck and shoulders . . . tighten . . . release
your face . . . tighten . . . and release.

Now focus on your breathing. Listen to your own breathing. Count slowly in your head as you breathe in and then out. Breath in and out like this for five breaths.

Pause while students concentrate on their breathing.

Listen to the following words and create your own image of what these words mean to you,

harmony

still

quiet

serenity

peace.

Meditate on the following questions:

When have you experienced a feeling of peace?

Pause

What is the most peaceful and quiet place you can imagine?

Pause

What does it mean to be at peace?

Pause

What does peace mean to you?

Pause

Sit quietly for a moment more, and then we will end this meditation.

Following the meditation, provide a range of resources for students to use in drawing, painting or writing about what peace means to them.

Shalom ✠ Wholeness ✠ Shalom

Do you feel whole? Do you feel at peace with yourself?

✠ Cut out a picture or an advertisement that makes you feel incomplete or unhappy about yourself. Paste it on the back of this sheet and explain the way it makes you feel.

✠ Choose one of the following Bible stories. Consider what Jesus teaches about wholeness.

- Luke 19:1–10 Jesus and Zacchaeus
- Luke 7:36–50 Jesus and Simon the Pharisee
- Luke 5:17–26 Jesus heals a paralysed man
- John 4:3–42 Jesus and a Samaritan woman
- John 9:1–12 Jesus heals a man born blind
- Luke 17:11–19 Jesus heals ten men

✠ Use the following steps to help you explore the story:

1. Read the story carefully as many times as you need to become familiar with it.
 - a) Set the scene for the story. Imagine where the story took place. Was it outside or inside? Was it by a lake or a road? Use your senses to create the setting in your mind.
 - b) Think about the events. Who were the characters in the story? What actually happened?
 - c) Consider the feelings of the people in the story. Were they afraid, happy or sad? Did their mood change?
2. Visualise the story through the eyes of one of the characters. Imagine you are that person watching the faces of the people around you. Listening to what people are saying and how they are saying it.
3. Reflect on what you have discovered. Which feelings or events stand out? What do you understand about the person Jesus encountered in the story? What do you think about Jesus?
4. Leave the scene of the story and return to the present. Write down your reflections. You may choose to write your reflections from the point of view of the person you imagined yourself to be.
5. Record what you think this story has told you about wholeness.

✠ Read the Bible’s message about **shalom** as wholeness in these verses:

- Isaiah 54:10 Isaiah 41:13 Psalm 139:1–12
- Matthew 11:28 Romans 5:8 Romans 8:31–39

How do these verses make you feel about yourself?
 What message of wholeness and peace does the Bible have?

Shalom ✠ Harmony ✠ Shalom

✠ Read these verses about **shalom** as living in harmony.

Romans 15:1–6	Galatians 3:28	Colossians 3:12–17
Isaiah 65:17–25	Isaiah 2:2–4	Isaiah 11:1–9

What does the Bible teach about how people can live in harmony with each other?

What are some practical ways we can live in harmony with nature?

How does harmony bring peace?

Shalom ✠ Community ✠ Shalom

✠ Read these verses about **shalom** as community.

Romans 14:19	Romans 15:1,2
1 Corinthians 12:14–26	Ephesians 2:14–18

What does the Bible teach about the relationships within communities?

Do you think the concept of ‘community’ is important for peace? Explain your answer.

In what ways do you think Christian communities can work for and promote peace?



HOW RICH AM I?

Give yourself five points for each item that is true about you.

- ___ A school is available for you to attend, free of charge.
- ___ The main meal at your home consists of more than rice and beans.
- ___ Your family is able to buy a major electrical appliance, eg TV or refrigerator, when they need to or within a couple of months.
- ___ Your family pays for your health care needs.
- ___ Your grandparents have access to the social security pension or their own superannuation.
- ___ No-one at your home goes to bed extremely hungry.
- ___ Your family lives in a house or unit larger than a toolshed.
- ___ Your family owns a car.
- ___ Your family owns two cars.
- ___ Your family owns one car for every person in the family who drives.
- ___ Your home has two bathrooms.
- ___ Your home has three bathrooms.
- ___ Your house has indoor plumbing.
- ___ You have a telephone in your home.
- ___ TOTAL

If your score is above thirty, you are considered rich by the world's standards.

Most of the world's population do not have any of these things.

Most people in Australia earn more money in one year than many people in the world earn in a lifetime.

How does it make you feel when you compare your wealth with people who live in poverty? _____

How do you think people who suffer poverty feel about your wealth? _____

What causes people to suffer poverty and hunger? _____

How does inequality of wealth affect peace? _____

What could you do to bring peace in a world of such inequality? _____

Shalom ✠ Justice ✠ Shalom

✠ Record what you think injustice is. _____

✠ Make a list of people you think are unjustly treated at school, in the local community, in Australia and the world. _____

✠ Jesus was very concerned for people who suffered injustice. Read Matthew 5:1–12. What do you think was Jesus’ message for his disciples? _____

✠ Choose one of the following stories to read and respond to the question:

Matthew 19:16–30. What is Jesus’ message to the rich young man?
Luke 14:1–14 What is Jesus’ message to the Pharisees?

✠ Read the following Bible passages. Explore what the Bible says about **shalom** as justice.

Psalm 82:3,4 Amos 5:21–24
James 2:14–17 1 John 3:16–20

Why do you think justice is an important issue for Christians?

✠ What are some ways that you could work for justice at school? _____

in the local community? _____

in Australia and the world? _____

✠ Read the following Bible passages. Explore the Bible’s teaching about **shalom** as peace.

Shalom ✠ Peace ✠ Shalom

Luke 2:8–15	Luke 7:48,50	John 14:27
Philippians 4:7,12,13	2 Thessalonians 3:16	
Hebrews 13:20,21	Colossians 3:12–15	

According to these verses, what kind of peace does God provide?

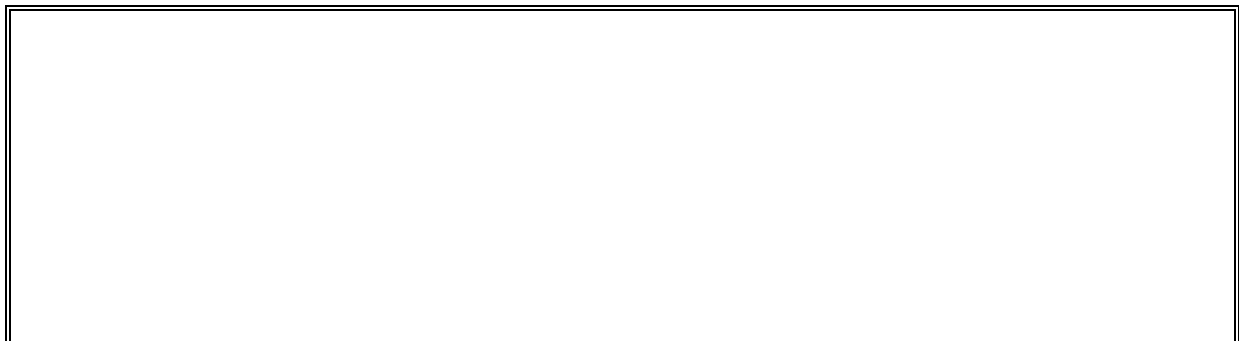
How do you think this peace would affect the ways Christians live?

✠ Read the prayer of St Francis (Song 95 in *AllTogether Now*).

What is the message of the song?

Why do you think peace is important to Christians?

✠ Isaiah was given a vision of what the peaceful kingdom will be like when Jesus comes again. Read Isaiah 9:2–9. Draw your image of the peaceful kingdom.



Shalom ✠ Shalom ✠ Shalom

Personal Reflections on Peace

What do you think is the Bible's most important message about peace? _____

What have I learnt that helps me to be more at peace with myself? _____

What have I learnt that can help bring peace to my relationships? _____

Is there someone at home or school that I need to make peace with? _____

How can I actively work towards peace in the classroom? _____

What are some things I can do to bring peace to my relationships at home? _____

How can I bring peace to the school/ community/ world? _____

✠ Choose one of the following:

Develop an action plan to bring peace to the school/community or world.
List your aims and strategies for achieving your aims.

OR

Design a mural for the school entitled *Peace on Earth*.
Write a brief statement about your mural and the message it conveys.
Consider colours and images that will help to develop your theme.

Shalom ✠ Shalom ✠ Shalom