

# MENU

# BIBLE REFERENCES

**1**

God's love inspires and equips Christians to love and serve others

## GOD'S LOVE FOR US

Isaiah 40  
Isaiah 54:10  
Romans 3:23,24  
Romans 6:23  
1 John 1:5-9  
Isaiah 43:1,2,4  
John 3:16,17  
Romans 5:6-11  
Romans 8:31-39  
1 John 4:9,10

## LOVE FOR EACH OTHER

Matthew 5:43-45  
Matthew 25:31-46  
Mark 12:28-34  
Luke 10:25-37  
John 13:34,35  
Romans 12:9-21  
2 Corinthians 4:1-15  
Colossians 3:12-17  
1 John 3:11-24  
Matthew 22:34-39  
Mark 10:17-31  
Luke 6:27-36  
John 13:1-17  
John 15:9-17  
1 Corinthians 13:1-10,13  
2 Corinthians 5:14-21  
1 John 2:15-17  
1 John 4:7-21

## JESUS DEMONSTRATES LOVE FOR PEOPLE

Jesus feeds four thousand  
Jesus heals a paralysed man  
Zacchaeus  
Jesus heals ten men  
Jesus cares for his mother  
Jesus died for all  
Jesus accepts all people  
Matthew 15:29-39  
Mark 2:1-12  
Luke 19:1-10  
Luke 17:11-19  
John 19:25-27  
John 10:11  
John 15:13  
Galatians 2:20  
2 Corinthians 5:15a  
John 6:37b

## SERVICE

Matthew 20:26-28  
Mark 10:43  
Romans 7:6  
Mark 9:35  
John 13:5,12-15

**2**

God calls all people to work for peace and justice

## JUSTICE

Genesis 1:26-31  
Exodus 23:2,6,8,9  
Leviticus 19:9,10  
Deuteronomy 24:17  
Amos 5:21-24  
Micah 2:8-10  
Micah 6:8  
Matthew 5:1-12  
Matthew 25:31-40  
Luke 12:32-48  
Galatians 3:28  
James 2:14-17, 26  
Exodus 22:21-23  
Exodus 23:10-13  
Deuteronomy 10:17-19  
Psalm 82:3,4  
Micah 2:1,2  
Micah 3:11  
Micah 7:2-4  
Matthew 19:16-30  
Luke 10:25-37  
Luke 14:1-14  
Colossians 3:11  
1 John 3:16-20

## PEACE

Numbers 6:24-26  
Psalm 29:11  
Isaiah 11:6-9  
Luke 2:8-15  
John 14:23-27  
Philippians 4:5-7,12,13  
Ephesians 2:14-18  
2 Thessalonians 3:16  
Hebrews 13:20,21  
Job 22:21  
Isaiah 2:1-5  
Isaiah 35:1-10  
Luke 7:48,50  
John 15:5  
Galatians 3:28  
Colossians 3:14  
1 Peter 3:11,12

## JESUS BRINGS PEACE AND WHOLENESS TO PEOPLE'S LIVES

Jesus' birth  
Jesus and Zacchaeus  
Jesus anointed by a sinful woman  
Jesus heals a paralysed man  
Jesus and a Samaritan woman  
Jesus heals a man born blind  
Jesus heals ten men who had leprosy  
Luke 2:14  
Luke 19:1-10  
Luke 7:36-50  
Luke 5:17-26  
John 4:3-42  
John 9:1-12  
Luke 17:11-19

## HARMONY

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

## COMMUNITY

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

**WHOLENESS**

Psalm 23                      Psalm 139:1–12  
Isaiah 41:13                Isaiah 54:10  
Matthew 11:28              Romans 5:8  
Romans 8:31–39

**THE FUTURE PEACE**

Isaiah 11:2–9

**JESUS CARES FOR THE POOR AND OUTCASTS**

Matthew 5:1–12            Mark 10:46–52  
Luke 16:19–31            Luke 19:1–10

**3**

God calls Christians to share the good news by words and actions

**THE EARLY CHRISTIANS SHARE THE GOOD NEWS**

Acts 2:1–42                Acts 2:43–47  
Acts 3:1–10                Acts 4:32–37  
Acts 6:1–7                 Acts 8:4–8  
Acts 9:36–42              Acts 10:34–43

**GOOD NEWS ABOUT JESUS**

John 11:1–44              Luke 5:17–26  
John 3:1–17                John 20:1–18

**JESUS' MISSION**

Matthew 4:17–25        John 3:16,17  
John 10:10,11,14–16

**JESUS' COMMISSION**

Matthew 10:1–31        Matthew 28:16–20  
Luke 24:46–48            John 20:21  
John 21:15–17

**THE GOOD NEWS IN ACTION**

James 1:22

**LIGHT OF THE WORLD**

Matthew 5:14–16        John 1:5  
John 8:12

**THE HOLY SPIRIT HELPS PEOPLE FULFIL THE MISSION**

John 14:15–31

**KEY BIBLE VERSES TO HEAR AND REMEMBER**

*Therefore go and make disciples of all nations,  
baptising them in the name of the Father and of the Son and of the Holy Spirit,  
and teaching them to obey everything I have commanded you.*

*And surely I am with you always, to the very end of the age.*

Matthew 28:19,20 (TEV)

*But I'm giving you a new command. You must love each other, just as I have loved you.*

*If you love each other, everyone will know that you are my disciples.*

John 13:34,35 (CEV)

*Peace I leave with you; my peace I give you.*

*I do not give to you as the world gives.*

*Do not let your hearts be troubled and do not be afraid.*

John 14:27 (NIV)

# MENU

# INTRODUCTORY ACTIVITIES

## 1

God's love inspires and equips Christians to love and serve others

**LIGHT OF THE WORLD** Provide each student or pair of students with a candle. Light the candle and play some meditation music. Ask students to focus on the candle and to watch the flame as it flickers and spreads light. Students think about the light and what they notice about it.

Encourage students to imagine the different uses for light, eg to show the way, to give comfort in darkness, to be used to decorate and celebrate special events, to warn of danger.

Students visualise light being used in dark places and the way it illuminates the shadows and helps people see things more clearly.

Tell students that Jesus says in the Bible that he is the 'light of the world'. Discuss:

What do you think a person would have to do to be able to call him/herself 'the light of the world'. Provide time for students to sit quietly and write down their reflections about light or about Jesus as the light of the world. (1a,1b,1c)

**LOVE** St Augustine of Hippo said: 'Love and then do what you want'. Students discuss this quotation in groups and give reasons for agreeing or disagreeing with it. Share groups' responses and make a list of questions students have about the Christian view of love. (1a,1b)

**NEWSPAPER REFLECTION** Provide students with newspapers or arrange for students to bring them from home. Ask students to skim through the newspaper and consider the articles and pictures on each page. Students asterisk those which cause them anxiety and/or sadness. Students choose one article or photo to cut out and respond to using the following questions:

- Why did you selected this article or photo?
- How does it make you feel?
- What issues do you feel particularly concerned about?
- What do you wish you could do about it?
- Do you think anyone is able to do something about this issue? Why or why not? (1a,1b,1c)

**CHRIST IN THE WORLD** 'Christ has no body on earth but yours, no hands but yours, no feet but yours' (prayer of St Teresa).

Write this statement on the board and discuss with students what they think it means.

- What are the implications for Christians if this statement is true?
- What are Christians called to do?
- What organisations or people have you seen acting as Jesus' hands and feet?

Go on to investigate these people or organisations and their motivation for what they do. (1a,1b,1c)

**SERVING** Read the following scenarios to the students:

- Angie cleans out her wardrobes and finds a stack of clothes and old toys. Rather than throw them away she gives them to a local charity shop.
- Tyson reads an article in the newspaper about young homeless people in his city and an organisation which provides food and clothing for the young people. Tyson contacts the organisation to find out about being a volunteer in the organisation.
- Each year, the school asks for donations of toys and food for the Christmas appeal. Sam uses his pocket money to buy the game that he has been wanting for months. He places it under the tree for the appeal.

Students individually respond to:

- Which of these examples do you think depicts the meaning of service? Give reasons to support your answer.
- What do you think it means to serve?

Discuss students' responses and go on to investigate the Christian understanding of service. This activity could be reviewed at the end of the unit. (1b,1c,1d)

**LOVE IS . . .** Listen to contemporary songs about love and record the messages presented. Skim through magazines to record the messages presented about love. Students use words, pictures and symbols to create a collage that depicts the world's view of love. Discuss:

- What does the world think love is?
- Do you think people understand what love is? Why or why not? (1a,1b,1c,1d)

**LOVING ACTIONS** Conduct experiments in the class or schoolyard to observe people's responses to loving actions, eg befriending lonely students, sharing possessions, caring, and positive comments. Compile the results on a class chart. Use the chart to summarise people's views and experiences of love.

Discuss:

- Do people expect others to show love towards them? Why do you think this is?
- What effect do loving actions have on people who receive the acts?
- What effect do loving actions have on people who do the acts? (1a,1b,1c,1d)

## TOGETHER OR AGAINST EACH OTHER

Play a cooperative game (see *The Collaborative Classroom* by Susan and Tim Hill). Play a competitive game such as tug of war.

Students compare and contrast the cooperative and competitive games, eg the feelings of fun when all are involved and helping each other, the frustration and anger that creeps in when competing against one another. As a class consider situations in the world which are similar to either game. (1b)

## 2

### God calls all people to work for peace and justice

**IT ISN'T FAIR** Students individually list possible endings to the sentence: 'I don't think it's fair that . . .'

Students work in groups to arrange the suggestions on a continuum from 'Most unfair' to 'Least unfair'.

Discuss the students' criteria for arranging on the continuum. Use the activity as the basis for a discussion about the meaning of fairness and justice.

Students brainstorm a list of situations in which people are treated unfairly because of their age, race, sex or beliefs. Students consider the ways people might respond to the situation.

Discuss:

- What determines people's response to the situation?
- How do you think Christians might respond to the situations? (2a,2b)

**IMAGES OF PEACE** Students work with a partner to read Isaiah 2:1–5; Isaiah 11:6–9; Isaiah 35:1–10. Students draw the image of peace created in their minds from reading these passages. As a class share their drawings and discuss:

- What image of peace does the Bible present?
- Do you think it is possible to have peace like this in our world? (2a,2b)

**PEACE** Write the following words on the board: *still, quiet, serenity, harmony*. Ask students what one word is often used to describe these words (peace). Discuss students' understanding of the word 'peace' using questions such as:

- Have you experienced a sense of peace?
- What does the word 'peace' mean to you? (2a,2b)

**HUMAN RIGHTS** Students work in groups to list what they believe are basic human rights for all people. As a class read and discuss the United Nations Declaration of Human Rights (see Band B, Level 3 TRS B3/1).

Students work in groups over the period of a week to skim through newspapers and to make a poster about human rights. Students include in the poster articles and images of human rights being upheld and articles and images of human rights being denied. Students share their posters and discuss the importance of human rights. (2a,2b,2c)

**CONFLICT** Provide materials for students to draw, paint or create a sculpture which defines their understanding of the word 'conflict'. Students consider what colours, textures and words they will use to express their thoughts about conflict. Discuss students' responses and make a list of what students are saying about conflict. Ask students what they know about resolving conflict and what they consider to be the opposite of conflict. (2a,2b,2c)

**INJUSTICE** Students work with a partner to skim through magazines and newspapers to choose two pictures which show acts of injustice. Students share these in groups and explain their reasons for selecting the pictures and what the pictures reveal about injustice. Students sort the injustices under the headings: personal, national, international. As a class students develop a definition, using the examples of injustice. (2a,2b,2c)

**ODD ONE OUT** Students recall and reflect on occasions when they have experienced or observed treatment of students as a 'minority' or the 'odd ones out'. This could occur through journal writing or group discussion.

Encourage students to share their experiences and discuss their feelings when this has occurred.

As a class, discuss who are people in society today who are minority groups or made to feel the odd ones out, eg physically challenged people, Indigenous Australians. Ask students why they think people are made to feel this way. (2c)

**INJUSTICE IN THE WORLD** Students are given the task of visiting the library to find a resource, book, poster or newspaper article, which presents an image or message about injustice.

Students share their resources in groups and develop a group list of responses to 'Injustice is . . .'

Create a class display on 'Injustice is . . .'

Discuss the examples of injustice:

- Who or what is being unjustly treated?
- What is the cause of the injustice? (2c)

**SIMULATION GAME** Use a simulation game to make real the feelings experienced by victims of prejudice, eg:

- Invite students to a lunch where some students eat a feast and others eat bread or rice and water.
- Ask students to work in groups to complete a craft activity. Distribute unfairly the resources needed to complete the activity.
- Divide the class into groups according to physical criteria, eg blonde hair, brown eyes.
- Play a game in which some groups regularly win and receive praise while the others are largely ignored.

When the simulations are finished, conduct a debriefing session with students.

- How did they feel about and react to being disadvantaged?
- How did they feel about and react to being advantaged when they saw others disadvantaged? (2c)

### 3

## God calls Christians to share the good news by words and actions

**GOOD NEWS** Students share with a partner the best news they have ever heard.

As a class discuss what type of news is 'good news'. Students skim through newspapers to cut out 'good news' stories. Discuss why the news is considered good news for the people involved.

Show students a copy of the 'Good News Bible' and discuss why students think the Bible is called 'good news'. (3a,3b,3c)

**WORDS AND ACTIONS** Ask students to think of someone they care about greatly. Provide time for students to record in their journal responses to: In what different ways can you communicate to someone that you love them?

Use the students' responses to talk about the importance of words and actions when conveying messages. Share with students that Christians believe that God loves all people.

Discuss:

- How do Christians know God loves them?
- What would you do, if you were God and wanted to convince people you loved them? (3a,3c)

**BELIEVE AND DO** Write the following on the board and ask students to respond to the questions:

- If you believed that you had just won the lottery, what would you say and do?
- If you believed the world will finish tomorrow, what would you say and do?
- If you believed there is a God who loves and forgives you, what would you say and do?

Use the students' responses to discuss how people's beliefs influence what they say and do. Go on to investigate Christian beliefs about love and service and ways Christians live out their beliefs. (3b)

## CHRISTIANS ARE HYPOCRITES!

Write the word 'hypocrite' on the board. Students suggest meanings of the word.

Students discuss in groups and make a list of reasons people call Christians hypocrites. As a class use the list to discuss people's expectations of Christians.

Ask students if they know anyone who, to them, epitomises what a Christian should be. Students respond in their journal to the questions:

- What do you think Christians are called to do in the world?
- What questions do you have about what Christians are called to do in the world? (3b,3c)

# MENU

# DEVELOPMENT ACTIVITIES

## 1

God's love inspires and equips Christians to love and serve others

**WASHING PEOPLE'S FEET** Students read and investigate the story of Jesus' washing the disciples' feet (John 13:1–20) using a study Bible, Bible encyclopedia and handbook. Students consider the cultural context of the story and record the significance of the story for people in Jesus' time. Students also consider the context of the story, eg it was the night before Jesus' death. Discuss:

- What was Jesus teaching the disciples?
- Why did Jesus use words and actions to convey his message?
- Do you think it is significant that this happened the night before Jesus died?
- In what ways would Jesus demonstrate service in an even greater way the next day?
- Read John 15:3; John 10:11. What meaning does the story have for Christians?

Students consider the story in today's context and retell or role play the story using an activity that would convey the same meaning to people today. (1a)

**WHAT IF PEOPLE LOVED?** Pre-record 1 Corinthians 13:1–8 on a tape-recorder.

Students list the descriptions of love given in verse 4–8. Discuss each attribute and ask the students to create role-plays to give an example of each attribute.

Students discuss and record responses in their journal to:

- What difference would it make if you personally lived that way?
- What difference would it make in the world if people lived that way? (1a)

**LOVE** Students study Paul's writings about love in his letters to the Corinthians. They draw or write what they believe is Paul's view of love.

Each student finds an advertisement with the word *love* in it. They respond in writing to:

- What is meant by the word *love* in the advertisement?
- Consider the way Paul describes love in Corinthians. Compare the two meanings of the word *love*.
- Which do you think is the better definition of *love*? Explain your answer. (1b)

**LOVE IN ACTION** Visit an inner city Christian mission. Students talk to people who work at the mission and people who use the services of the mission to gather information about:

- What motivates the people who work at the mission?
- What benefits have people experienced through the mission?
- What does love and service mean?

The teacher will need to prepare the students, so that they are sensitive to the people using the mission. (1c,1d)

**GOD'S LOVE INSPIRES** Students read descriptions of God's love, using verses from the Bible References Menu. They list responses to the verses in the form of: 'God's love means . . .' or 'God's love is . . .'.

Read stories about the early Christians in the book of Acts (see Bible References Menu). Students record what God's love inspired the early Christians to do.

Interview Christians in the local community and record what they have been inspired to do. (1a)

**THE GOOD SAMARITAN** Discuss with students the reasons people give for not loving and serving particular people, eg he is weird, she is a snob, he is unfriendly.

In Jesus' time the Jews despised the Samaritans and the Samaritans returned the feelings. Jesus asks people to look beyond the differences. Jesus told a story to get this message across. Students read the parable of the good Samaritan (Luke 10:25–37).

Discuss the story:

- What legitimate reasons might the priest and Levite have had for not getting involved?
- Where did the bandages come from?
- What did the Samaritan sacrifice to help an 'enemy'?
- Which character in the story do you most relate to? Explain your answer.
- Why do you think Jesus told this story?

List in two columns reasons people might give today for helping or passing by someone in need. Discuss the validity of each reason. (1b)

**REAL LOVE AND SERVICE** Students work in groups to read and investigate the following verses from the Bible to explore the Bible's message about love and service. Each group prepares a report for the other groups about their verses.

Elijah and the widow	1 Kings 17:7–16
The rich man and Lazarus	Luke 16:19–31
The widow's mite	Luke 21:1–4
Jesus	Matthew 20:28
	2 Corinthians 8:9; Philippians 2:5–8

Students summarise what they have learnt on a class chart entitled: Christian love and service. (1a,1c)

**CARE FOR THE NEEDY** Jesus told a story to teach people about the importance of helping others. Read Matthew 25:31–46 and discuss:

- What is Jesus' message in his story?
- How does this message make you feel?
- How do you think people's attitudes are changed when they imagine the people they are serving are Jesus?

Identify ways in which students could help people who are lonely, imprisoned, naked or hungry. (1a,1c)

**THE MOTIVATION** Explore the following verses to consider the Christian motivation for serving others:

John 3:16,17	Romans 3:23,24 ;
Romans 5:6–11	Romans 6:23
Galatians 2:20	1 John 1:5–9
1 John 3:11,16–18.	

Discuss:

- What does the Bible say Jesus has done for all people?
- What does the Bible give as a reason for serving others?
- What does the Bible say it takes to have a good relationship with God? (1c)

**CHRISTIAN VOCATION** Invite a Christian guest speaker or view a video about people who work in a caring profession, eg a doctor, charity volunteer, social worker. The guest speaker shares experiences of working with people who are suffering and how their beliefs help them respond to such situations.

**Or** Students list as many jobs or professions as they can. Ask students to rate the jobs/professions in order from the most caring to the least caring profession. Use the activity to discuss:

- What do you consider the most caring professions? Why?
- What have you rated as the 'least caring' professions?

- In what way can the 'least caring' professions be caring and serve others too?
- Are there any jobs which do not provide opportunities for caring and service?

Interview Christian people who work in a range of jobs/ professions to explore the way they use their work as an opportunity for service. (1d)

## 2

### God calls all people to work for peace and justice

**CHRISTIAN SERVICE** Students write to the ministers of local Christian congregations to compile a list of Christians in the local community who work for peace and justice.

Students work in pairs and choose one of the people on the list to interview. Students develop a list of questions to help them explore how and why the person works for peace and justice.

Students present information from their interviews in the form of a poster which includes a photo of the person and information about what they do.

The posters can be displayed in a gallery of local people who work towards peace and justice. The people interviewed, ministers of local congregations and parents could be invited for an afternoon tea where students share what they have found out about Christian service. Or consider offering the gallery as a travelling display which can be exhibited for a week at each congregation involved. (2a,2b,2c)

**SHALOM** Investigate stories of Jesus bringing wholeness, ('shalom'), into people's lives, eg stories of Jesus healing people physically, accepting people totally and disregarding laws of separation between people such as the Samaritans and the Jews (see Bible References Menu).

Students use a concordance to explore Bible messages about peace. (Your pastor may have an analytical concordance in which students can find reference to the Hebrew word *shalom*.) Students record responses to:

- What is the Bible's message about the way in which Jesus can bring inner peace to people?
- What is the Bible's message about the way in which people can bring peace to the world?

Students develop a poster to teach others about shalom. (2b)

**POOR AND OUTCASTS** Throughout Jesus' life and in his death, he was associated with the poor and powerless, eg he was born in lowly circumstances, he mixed with the outcasts of society and was buried in a borrowed tomb. Students read stories in which Jesus demonstrates a concern for and acceptance of the poor and the outcasts of his society, eg

The beatitudes	Matthew 5:1–12
Bartimaeus	Mark 10:46–52
The rich man and Lazarus	Luke 16:19–31
Men who had leprosy	Luke 17:11–19
Zacchaeus	Luke 19:1–10.

Students record the Bible's message about the poor and outcasts of society. Students list who they believe are the poor and outcasts in society today.

Students investigate Christian organisations which work to help the poor and outcasts.

Students respond to questions such as:

- In what ways do Christians work to help the poor and outcasts in society?
- In what ways do you think society should do more for the poor and outcasts of society? (2a,2b,2c)

### OLD TESTAMENT SOCIAL JUSTICE

Students read Old Testament passages and record what the Bible reveals about God's concern for justice. See

Exodus 22:21–23	Exodus 23:9–13
Deuteronomy 24:17	

Provide time for students to discuss:

- Who are the *strangers* or *foreigners* or *widows* in Australian society today?
- What makes them *strangers* or *foreigners*?
- What special needs do they have?
- What do you think God might want people to do today to ensure that these people are cared for? (2c)

**INJUSTICE** Students research contemporary and historical people who have spoken out about injustice. Students record responses to:

- What was the injustice?
- What beliefs and convictions led them to take a stand?
- What did the person do about it?
- Do you think it is important for people to speak out about injustice? Explain your answer. (2c)

### AGENCIES WORKING FOR PEACE

**AND JUSTICE** Students write letters to different agencies in the Lutheran church that work towards peace and justice (eg Lutheran Community Care, Lutheran World Service), asking for information about their service.

Students analyse the information they receive in order to discover each agency's aims, its motivation and how it works towards achieving the aims.

Students discuss ways in which they can support the work of the agencies, eg raising money to support the agencies, or displaying posters about the agencies in the school foyer. (2a,2b,2c)

## 3

### God calls Christians to share the good news by words and actions

**JESUS' COMMISSION** Students read the commission Jesus gave his disciples (Matthew 28:18–20). Students imagine they were one of the disciples listening to Jesus and record their response to his commission.

- How did they feel?
- What do they think Jesus was actually asking them to do?

Share and discuss the students' responses. Highlight the disciples' fear and read John 14:25,26 to explore Jesus' promise of the helper.

Students read stories from Acts (See Bible References Menu) to consider how the disciples took up Jesus' commission. Students draw pictures as 'photos' that could have been taken of the disciples fulfilling Jesus' commission. (3a,3b)

### EARLY CHRISTIAN CHURCH

Students read stories about the early Christians, eg

fellowship	Acts 2:43–47
Peter and a beggar	Acts 3:1–10
sharing possessions	Acts 4:32–37

Students role-play the stories to consider the story from different people's perspective.

Discuss:

- What was exciting to the early Christians?
- How were they changed by what they heard?
- In what ways did they share the good news about Jesus in words and actions? (3b)



## WOMEN SHARE THE GOOD NEWS

Students use Bible handbooks and encyclopedias to investigate women who shared the good news of Jesus, eg Mary Magdalene, Lydia, Dorcas, Priscilla.

Students also investigate Christian women past and present who have worked to share the good news about Jesus, eg Catherine of Siena, Mary Slessor, Catherine Booth, Gladys Aylward, Corrie ten Boom, Mother Teresa, Merna Thamm. Each student chooses one of the women and prepares a profile recording what she said and did to share the good news about Jesus. (3b,3c)

## WHAT IS THE GOOD NEWS?

Students read the following Bible stories and imagine they are a person living in Jesus' time experiencing the events. Each student records what they would consider to be the good news about Jesus in each story.

Jesus heals a paralysed man	Luke 5:17–26
Jesus teaches Nicodemus	John 3:1–17
Jesus raises Lazarus	John 11:1–44
Jesus' resurrection	John 20:1–18.

Students share these stories in groups, and as a class, make a list of what people consider to be 'good news' about Jesus.

As a class discuss the way Jesus helped people understand the good news he had for people.

Students investigate what the early Christians considered to be good news about Jesus and the way in which they shared the good news.

Students interview members of a local congregation to explore what they believe to be the good news about Jesus and ways they share the good news with others.

Each student prepares a report entitled: *Sharing the Good News* in which they include information they have gathered. (3a,3b,3c)

**SERVICE IN AUSTRALIA** Students investigate the work of missionaries sharing the good news about Jesus within and outside of Australia. Students could investigate the work of the Lutheran church with indigenous Australian. The Lutheran Yearbook has a list of Aboriginal Missions who may be able to provide useful information. The video, *Hand in Hand* also has information about the work of the Lutheran church with Indigenous Australians. (3c)

## GENERAL ACTIVITIES

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

**SONGS** Students learn songs related to the concept (see Resources for Music and Devotions in the appendix).

**TIME LINE** (A recommended activity for Level 1) If the class is developing a time line for Christian Studies include information relating to the work of the early Christian church in love and service.

**GOD FILE** (A recommended activity for Level 2) If the class is developing a God File, add information to the file about God calling people to love and serve others.

# MENU

# RESPONSE ACTIVITIES

## 1

God's love inspires and equips Christians to love and serve others

**WANTED** Students design a 'wanted' poster about Jesus and his radical message. (1a)

**SMALL PEBBLES** Students can sometimes feel overwhelmed when they consider the size of the problems in the world. The following activity is designed to help students consider the way in which each of them, as an individual, can make a difference. Students sit in a comfortable position with their eyes closed (you may give each student a small pebble to hold and focus on). Encourage students to visualise what happens when a pebble is thrown into a pond and the way it forms ripples which flow out from the pebble. Ask students to think about ways in which they can be like that pebble — ways they can create ripples which will flow on to others.

- What could you do in the next hour to show kindness to someone who needs it?
- In what ways are you willing to show love and serve others?
- Visualise a helping situation in the next hour and what you will do, say and be in that situation.
- In your imagination watch the effects of your behaviour on the people around you. What will one of those people do next?

The teacher may provide time for each student to share their reflections with a friend. (1a,1b,1c,1d)

**SCULPTURE DEPICTING GOD'S LOVE** Students use plasticine, clay or scrap materials to create a sculpture that symbolises God's love at work in Christians. Display the sculptures in the school library or entrance foyer. (1a,1b,1c,1d)

**COLLAGE** Students design and use a range of materials to create a three-dimensional collage with the theme: *They'll know we are Christians by our love.* (You may want to play a recording of the song of the same name while they are working.) (1a,1b,1c,1d)

**MISSION STATEMENT** Students develop a class mission statement, using Mark 12: 29–31 and the information gathered during the unit as a basis. Display the mission statement in the classroom and refer to it regularly throughout the year. The mission statement may be accompanied by a term plan which lists ways the students will work towards implementing the mission statement. (1a,1b,1c,1d)

**POEM OR SONG** Students write a poem or song that conveys their understanding and reflections about God's love and how it inspires people. (1a,1b,1c,1d)

## 2

God calls all people to work for peace and justice

**AID ORGANISATION** Students invent their own aid organisation (with a local or global basis). Students develop a pamphlet which includes

- the mission statement of the organisation
- the motivation and work that the organisation involves itself in
- a logo and a slogan for the organisation
- a list of specific things the organisation does to work towards peace and justice
- encouragement for readers to become involved in the work of the organisation. (2a,2b,2c)

**ROLE-PLAY** Students develop a series of role-plays to show how someone brings peace and justice to a situation, eg people fighting over a basketball game, friends leaving someone out. Students use these role-plays to work with other classes and present a message about peace and justice. (2a,2b,2c)

**INJUSTICE** Students use the following strategy to consider an issue of injustice:

- Recognition: what is the problem?
- Reflection: what is the cause and what can be done about it?
- Action: what steps would you need to take to change the situation? (2b)

**BANNER** Students design a banner entitled: *Peace on earth.* They include an appropriate Bible text on the banner. (2a,2c)

**ACTION PLAN** Students develop an action plan to work for peace and justice in their personal relationships with family, friends and in the local community and wider world.

Students write their own mission statements including specific information about what they are intending to do. (2a,2c)

**PRAYER LIST** Discuss the weekly news and identify instances of injustice or the need for peace. Students create a prayer list based on their examination of the news.

Make a regular time each week to pray for peace and justice in the world. Atmosphere can be created by lighting candles and holding hands during the prayers. (2a,2c)

**THE IDEAL SOCIETY** Students write about and draw their ideal society. They incorporate what they have learnt about God's will for peace and justice in the world. Students attach a statement to their image of the ideal society, recording what they can do towards making it a reality. (2a,2c)

3

God calls Christians to share the good news by words and actions

**SPECIAL AGENT KIT** Students design a kit for Christians who work as special agents for Jesus in the world. The kit include details about their mission, secret weapons and strategies used in the mission and information about the mission objective. (3a)

### **THE GOOD NEWS IN ACTION**

Students create a 'photo album' of Christians who have shared the good news about Jesus with others throughout history. With each photo of the Christians in action the students include captions describing who they are and what they are doing. (3b)

**GOOD NEWS** Students prepare a front page headline, picture and newspaper article which shows Christians sharing the 'Good News'. Encourage students to use images of Christians sharing the 'good news' both by words and by actions. (3c)

**ROLE-PLAY** Students work in groups to develop a series of role plays to teach others about ways Christians can share the good news about Jesus in words and actions. The role-plays could be the basis for a school or class worship on the theme of 'Sharing the Good News.' (3b,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 calls people to serve*.

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

Connolly P *The Jews in the Time of Jesus* 1994, Oxford University Press

Wilkinson P & Dinen J *People Who Changed the World* 1994 Dragon's World

### CHRISTIAN FAITH REFERENCE BOOKS

Balchin J *What Christians Believe* 1984 Lion Publishing

Charlesworth M & Ingpen R *Religious Worlds* 1985 Puffin

Crotty R *The Jew Called Jesus* 1993 EJ Dwyer

Doney M *Jesus: The Man Who Changed History* 1988 Lion Publishing

Field D & Toon P *Real Questions* 1982 Lion Publishing

Keene M *Believers in One God* 1993 Cambridge University Press

Kene M *Seekers after Truth* 1993 Cambridge University Press

Knowles A *Finding Faith* 1983 Lion Publishing

Singer C & Hari A *Experience Jesus Today* 1993 OCP Publications

### Beliefs and Cultures series

Stoppelman M Titles: *Buddhist, Christian, Hindu, Jewish, Muslim* 1984 Watts Books

### Bible World series

Drane J *The Life That Changed the World* 1994 Lion Publishing

Embry M *Work and Society* 1994 Lion Publishing

### My Belief series

Lawton C Titles: *I am a Muslim; I am a Jew; I am a Hindu* 1984 Watts Books

## JUSTICE AND RESPECT FOR ALL PEOPLE

Barker C A *Question of Refugees* 1988 Macdonald and Co

Bronson M *Amnesty International* 1992 Exley

Mansuttie E *Mary Lee 1821–1909* 1994 Elizabeth Ho

Mattingley C *Survival in Our Own Land* 1988 Hodder and Stoughton

Royston R *Human Rights* 1978 Macdonald Education

Wilkes S *One Day We Had to Run* 1994 Evans Brothers Ltd

## LITERATURE — FICTION

### PEACE AND JUSTICE

Armstrong W *Sunder* 1973 Penguin

Brooksbank A *On Loan* 1985 Penguin (Also available on video)

Coerr E *Sadako and the Thousand Paper Cranes* 1981 Hodder and Stoughton Earle

Klein R *Boss of the Pool* 1986 Omnibus

Kidd D *Onion Tears* Angus & Robertson

Fowler T *The Green Wind* 1985 Rigby

Fowler T *The Wind Is Silver* 1991 Penguin

Hill A *The Burnt Stick* 1994 Viking

Hurst E *The Tale of the Three Trees* 1989 Lion

Kownacki M *Let Peace Begin with Me* 23<sup>rd</sup> Publications

Maruki T *The Hiroshima Story* 1983 Blackie and Son Ltd

Mattingley C *The Angel with the Mouth Organ* 1983 Hodder and Stoughton

Molony J *Dougy* 1993 University of Queensland

Molony J *Gracey* 1994 University of Queensland

Morimoto J *The White Crane* 1983 Collins

Needle J *My Mate Shofiq* 1990 Collins

Phillips, A *The Peace Child* 1988 Oxford University Press

Scholes K *Peacetimes* 1989 Hill of Content Publishing

Simcox H *For All the World* 1994 Augsburg Fortress

Seuss *The Sneetches and Other Stories* 1961 Collins

Wild M *Let the Celebrations Begin* 1991 Omnibus

## PERIODICALS

Lutheran World Service magazine  
*The Koori Mail* Fortnightly Aboriginal and Torres Strait Islander newspaper  
Ph (0266) 222 666 Fax (0266) 222 600  
*The Athlete's Chronicle*  
*Australian Sports Focus* published quarterly by Sports and Leisure Ministries (PO Box 229 Moruya NSW 2537)  
*Australasian Sports Focus* (PO Box 6044 Highton Vic 3216)

## MUSIC

*Heal the World* from *Dangerous* by Michael Jackson  
*From a Distance* from *Some People's Lives* by Bette Midler  
*Imagine* by John Lennon  
*Altogether Series* Openbook Publishers

## TEACHER RESOURCES

*Educating for Peace in Primary Schools* NSW Department for Education Sydney 1988  
Rankin J, Brown A & Gateshill P *Ethics and Religions* 1991 Longman  
*Religions: Encountering People of Other Faiths* To The Point, Confronting Youth Issues 1995 Abingdon Press  
Danes S & C *Messiah? Jesus' Life and Its Meaning* 1991 Lion Publishing

Service and mission agencies are happy to communicate with young people about their activities. Be considerate in your contact with them:

- check their internet and published magazines before asking for personal responses to questions which are already answered;
- send only one request for information from a class/school, not individual requests, however thankyou and well-done messages can be sent in multiples;
- enclose a large, stamped self-addressed envelope with requests for information.

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.