

**SAMPLE UNIT
FOR LEVEL 2**

HUMAN ELEMENTS

LIFE CONCEPT: GOD CREATES HUMAN BEINGS

YEAR:..... FAITH STATEMENTS: ① ② ③

DURATION OF UNIT: 10 – 11 hours DATE OF USE:.....

UNIT-SPECIFIC GOALS *(highlighted)*

1. GOD CREATES AND LOVES ALL PEOPLE

1a explore the Christian understanding of what it means to be human

1b examine the implications of their sexuality as a gift from God

1c examine how Jesus valued and unconditionally accepted people of all walks of life

2. GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES

2a explore the Christian belief that the diversity and complexity of human beings is part of God's design

2b explore the gospel's message about people's identity and value

2c investigate ways people can use and develop their gifts and abilities

3. GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM

3a investigate biblical examples of how God forms relationships with people

3b investigate how religion responds to people's questions about God and the meaning of life

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Students list three implications for their own lives of considering their sexuality as a gift from God. (1b)

Students write a paragraph on why Jesus values and loves people. (1c)

Students suggest ways of using and developing one 'human element' they have received in abundance from God. (2c)

Students write a hypothesis about why people need religion. (3b)

ASSESSMENT STRATEGIES

⇒ Chart

⇒ Work sample

⇒ Oral report and chart

⇒ Work sample

UNIT SUMMARY

Students conduct a mock-scientific investigation into a variety of elements that characterise human beings. They look at the implications of these elements as coming from God. They look at the value God places on human beings as being dependent on God's love rather than human elements and achievements. They also look briefly at human sexuality and the role of religion in human life.

UNIT NOTES

The unit is set in the framework of a mock-scientific investigation. Encourage students not to take themselves too seriously in this unit. In fact, a sense of humour could be one of the elements some students discover within themselves (Section 1). So long as the material presented is accurate and honest, the presentations in Section 2 can be done in the mode of 'whacky scientists'. The content on the unit can also be developed in a more straightforward manner.

INTRODUCTION

1. HUMAN ELEMENT ANALYSIS GAME

Students consider their personal make-up in terms of 'human elements'. Each student individually completes the analysis on Teacher Resource Sheet (TRS) D2/1.

The formula 'He₂₂ Ps₁₆ D₁₂ W₁₁ P₁₀ S₁₀ I₈ Fa₅ F₅ M', for example, could represent a person who abounds in health and physical strength but is slow to speak.

Students share in pairs or small groups what they have discovered about themselves. Partners or other in the group indicate whether the self-analysis agrees with what they have observed about the person.

As a class, list any additional human elements students have discovered. You may add to the list an element that will be discussed later: the need for a relationship with someone/something greater than themselves (N).

If there is time, students write their human element formulas on cards. The cards can be used to

- see if others can guess who is described by the formula
- organise groups of three or four students with similar formula patterns for the next activity.

DEVELOPMENT

2. EXPLORING HUMAN ELEMENTS

Assign human elements to groups so that each group has two elements to explore:

- one element that they have indicated is major in their lives

- one element which ensures that all the elements are explored.

Model the investigation procedure, using the element of sexuality. This will allow you to have some control over the treatment of this complex and potentially embarrassing topic. See *Sexuality* in the Bible References Menu and *Is God anti-sex?* in the Development Ideas Menu for ideas to develop the topic further.

Students prepare oral reports on their two elements:

- (1) They use dictionaries and/or thesauruses to help them write a working definition of their human elements, and where appropriate, synonyms and antonyms.
- (2) They investigate Bible and catechism texts which indicate what God and the Christian faith have to do with their human elements (see TRS D2/2).
- (3) They list three implications for themselves of what they have found in the Bible texts.
- (4) From their own experience they list some ways that the human element can be used and developed and ways it can be abused (or used to abuse others).
- (5) They look at opportunities, activities and programs in the school and local community which help people to develop, learn more about, and make use of each human element.

Groups deliver their reports to the class, with one person speaking, one person showing any visuals and the third person adding information to a class chart of human elements (see TRS D2/3) either on OHP or the board or butcher paper. Alternatively, each student can fill in their own summary chart. One group makes the major report on each human element. Other groups which have studied it may add additional information.

When the chart is completed, each student writes a hypothesis about human elements based on information in the combined chart.

3. HUMAN ELEMENTS OF PEOPLE JESUS LOVED

Students work in pairs to examine the human elements of people whom Jesus loved.

Assign one of the following people to each pair of students. Use the Bible References Menu or students use Bible concordances to

find Bible passages they can use to investigate their person. They read about their character and fill in a Human Elements Analysis Sheet (TRS D2/1), devising a human elements formula for the character. They will have to use their imagination to complete the charts.

Possible characters to study:

Jairus	a blind man (John 9)
Jairus' daughter	a centurion (Mathew 8)
Judas	a crippled man (John 5)
Lazarus	a deaf-mute man (Mark 7)
Mary Magdalene	a man with demons (Mark 5)
Nicodemus	a man with leprosy (Luke 17)
Paul	a Samaritan woman (John 4)
Peter	a sick woman (Mark 5)
Thomas	a thief (Luke 23)
Zacchaeus	a widow (Luke 7)
a woman caught in adultery	(John 8)

Display the analysis sheets around the room. Students circulate and examine the analysis sheets for at least four characters besides their own.

Based on this research, students write a hypothesis on why Jesus loved, spent time with, helped these people.

Students read the following Bible passages to test their hypothesis.

Genesis 32:10a	Psalm 145:9
Psalm 145:15,16	Jeremiah 31:3
Daniel 9:18	John 6:37
Romans 5:8	Romans 5:17
Romans 9:15	Romans 11:35
Titus 3:5	

Students write a paragraph summarising their findings about why Jesus/God loves and values people in general. They write a second paragraph applying the findings to themselves.

4. RELIGION

Point out on the list of 'additional human elements' the desire/need for a relationship with something/someone greater than themselves (N). This human element leads to what we refer to as religion. Students use a dictionary to help them come up with a working definition of 'religion'.

Students look at the Human Elements Chart. Discuss: Which row is religion most involved

with? Highlight on the chart the row(s) decided upon.

Discuss and highlight: Which column on the table is religion most involved with? Circle the intersections of the highlighting.

Discuss: Is there anything on the chart that is outside the realm of religion? Why? Why not?

Read these passages to find out what Paul preached about 'religion':
Acts 17:16-32 Acts 19:23-27

See *Made for God* in the Development Ideas Menu for additional ways of developing this idea.

Students write a hypothesis about why people need religion.

Optional discussion: In what ways is Christianity not 'a religion' according to your definition of religion?

RESPONSE

5. MY LIFE

The song *Take my life and let it be consecrated, Lord, to thee* (TRS D2/4) is a Christian response to the kinds of things discussed in this unit.

Students read and/or listen to a recording of the song. Students use the song as a starting point to their own response. They may

- use the song as a model for writing their own song or poem, including their own human elements and what they want to do with their human elements
- compose a musical setting for the words
- prepare and record a musical presentation of the song
- prepare a mime to the song and present it to another group or as part of a school worship
- decorate TRS D2/4 as a poster showing their interpretation of the words of the song.

OR

Students consider the one human element they have identified as their greatest element and write a proposal in scientific language for the ongoing development and utilisation of that element over their lifetime.

YOU WILL NEED

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> copies of TRS D2/1,2,3,4<input type="checkbox"/> Bibles and catechisms<input type="checkbox"/> overhead projector, transparencies and markers of whiteboard or large sheets of paper | <ul style="list-style-type: none"><input type="checkbox"/> information about community service, personal development and educational opportunities<input type="checkbox"/> optional: musical equipment for response activity |
|---|---|

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to issues dealt with in this unit.

Topics

Personal development _____

Skills

Scientific methodology _____

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 variety of students' feelings of self-worth?

How did I respond to the variety of students' relationships with God?

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?

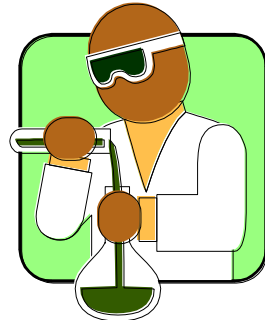
'HUMAN ELEMENT' ANALYSIS

A human body can be analysed in terms of its chemical composition.

But you are more than a chemical equation!

A human being is made up of other kinds of elements.

Use the Table of Human Elements to analyse YOU
and determine your own personal human element formula.



For this exercise, a human being consists of 100 parts.

Each person's 100 parts is a particular combination of 'human elements'.

Each living person has at least one part of each of the ten basic 'human elements'.

It is possible that while you are doing this analysis you may discover as many as four new 'human elements' in you that have not been charted before. Add them to the table and include them in your human elements formula.

TABLE OF HUMAN ELEMENTS

HEALTH He	FEELINGS F	DEXTERITY D	PHYSICAL STRENGTH Ps	SPEECH M	INTELLECT I	FAITH Fa
SEXUALITY S	POTENTIAL P	WILL POWER W				

Name of subject _____

Unique human element formula of the subject:

These passages will help you discover what God and Christianity have to do with your

HUMAN ELEMENTS

Remember that when you look at Bible passages it is a good idea to check the context:

- who said/wrote it,
- to whom was it spoken or written;
- in what situation was it spoken or written.

HEALTH He	Psalm 139:14,15 Proverbs 3:8 Isaiah 38:16	Matthew 4:23 Matthew 6:25-35 <i>Matthew 8:1-3</i>	From Luther's small or large catechism: the explanation of the first part of the Apostles' Creed
WILLPOWER W	Genesis 1:31 Psalm 36:6b Ecclesiastes 9:10	Matthew 26:41 Philippians 2:13 <i>Daniel 1</i>	From Luther's small or large catechism: the explanation of the third prayer of the Lord's Prayer
DEXTERITY D	Exodus 35:34,35 Ecclesiastes 9:10 1 Corinthians 4:7	Ephesians 2:10 1 Thessalonians 4:11,12 <i>Acts 9:36-41</i>	From Luther's small or large catechism: the explanation of the first part of the Apostles' Creed
FAITH Fa	Genesis 1:31 Proverbs 3:5,6 Romans 1:17	Romans 10:17 1 Peter 1:6,7 <i>Hebrews 11:1</i>	From Luther's small or large catechism: the explanation of the second prayer of the Lord's Prayer
FEELINGS F	Genesis 1:31 Ecclesiastes 3:4 1 Corinthians 13	Philippians 4:11b Colossians 3:12 Revelation 21:4	From Luther's small or large catechism: the explanation of the first part of the Apostles' Creed
INTELLECT I	Job 28:23-25 Proverbs 2:2 1 Corinthians 3:10	1 Corinthians 4:7 James 1:5 <i>1 Kings 3; 4:29-34</i>	From Luther's small or large catechism: the explanation of the first part of the Apostles' Creed
PHYSICAL STRENGTH PS	2 Samuel 22:33 Isaiah 40:31 Psalm 139:14	Ephesians 2:10 Philippians 4:13 <i>Judges 16:23-31</i>	From Luther's small or large catechism: the explanation of the fourth prayer of the Lord's Prayer
POTENTIAL P	Genesis 1:31 Ecclesiastes 11:9 Psalm 16:5	Psalm 36:6b Jeremiah 29:11-13 <i>1 Samuel 16:4-13</i>	From Luther's small or large catechism: the explanation of the third prayer of the Lord's Prayer
SEXUALITY S	Genesis 1:27,28 Psalm 139:14 Mark 10:6-9	1 Corinthians 6:19,20 1 Timothy 4:4,5 <i>Song of Solomon</i>	From Luther's small or large catechism: the explanation of the first part of the Apostles' Creed
SPEECH M	Psalm 45:1 Psalm 139:14 Proverbs 25:11	Matthew 10:19,20 1 Corinthians 13:1 James 1:19	From Luther's small or large catechism: the explanation of the first part of the Apostles' Creed

HUMAN ELEMENTS CHART

	He	W	Ps	M	I	Fa	F	S	P	D
(1) definition										
(2) what God has to do with it										
(3) implications										
(4) use and abuse										
(5) programs										

1

Take my life, and let it be
consecrated*, Lord, to thee;
take my moments and my days,
let them flow in ceaseless praise.

2

Take my hands, and let them move
at the impulse of thy love;
take my feet, and let them be
swift and beautiful for thee.

3

Take my voice and let me sing
always, only, for my King;
take my lips, and let them be
filled with messages from thee.

4

Take my silver and my gold,
not a mite would I withhold;
take my intellect, and use
every power as thou shalt choose.

5

Take my will, and make it thine;
it shall be no longer mine.
Take my heart; it is thine own,
It shall be thy royal throne.

6

Take my love; my Lord, I pour
at thy feet its treasure-store.
Take myself, and I will be
ever, only, all for thee.

Frances Ridley Havergal (1836–1879)

* Consecrated: set apart or dedicated to the service of God